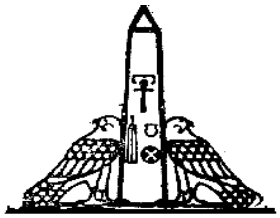
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The Effect of using life wide learning Approach on Developing English language Fluency for prep. Stage students in the official Language Schools.

A Thesis
Submitted in Partial Fulfillment of the Requirements for the
Degree of Doctor of Philosophy
(Curriculum and Instruction - EFL)

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ABSTRACT

The aim of the current study is to investigate the effect of using life wide learning approach on developing English language Fluency for prep. stage students in the official Language Schools. The study adopted the one-group pre-post experimental design, with a pre-post fluency test along with a triangulation method that integrates both quantitative and qualitative assessment. Participants of the study were 30 students in preparatory one from Al-Rafei official language school in Gharbia governorate, Egypt in the academic year 2023– 2024. An electronic test was designed to measure the students' EFL fluency. A program based on life wide learning activities was designed to develop the students' EFL fluency. Participants' scores of the pre and posttest were statistically analyzed using t- test and the effect size was calculated. The findings revealed that the total mean scores of the participants on the post-administration of the fluency test were higher than their total mean scores on the pre-treatment. In addition, the effect size of all EFL fluency components indicated that the program based on life wide learning activities had a strong effect on enhancing first preparatory stage students' EFL fluency components.

Key words: life-wide learning, EFL fluency, first preparatory stage students, Egypt.

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Chapter One
Background and Problem

Chapter One

Background and Problem

1.1 Introduction

Lifelong learning and acquiring 21st-century skills are essential aspects of English as a Foreign Language (EFL) education. Lifelong learning focuses on the continuous enhancement of knowledge, skills, and attitudes throughout a person's life. Within EFL, lifelong learning encourages ongoing language development and fosters self-directed and autonomous learners who can adapt to changing language requirements. Additionally, 21st-century soft skills are highly valuable in EFL education. These skills equip learners to tackle complex challenges of the modern era and succeed in a globalized, interconnected world. By adopting lifelong learning principles and promoting 21st-century skills, EFL educators can support the holistic development of language learners, enabling them to thrive in both academic and real-world contexts.

EFL fluency is essential in today's globalized world. English has emerged as the primary language for worldwide communication, commercial and academic collaboration. Graddol (2017) emphasizes that mastering EFL fluency opens up a variety of opportunities, including the capacity to connect with individuals from diverse cultures, have access to a large array of knowledge and resources, and actively participate in global debates. Jenkins (2020) highlights that fluency in EFL enhances employability, as it is a requisite for numerous jobs and international career opportunities. By achieving fluency in EFL, students are better equipped to navigate and succeed in a globally interconnected environment.

Despite the importance of English fluency, learners encounter problems throughout the learning process. Harmer (2015) describes some of the problems. First, educational institutions rarely link the learning process to real-world experience. Most of them continue to use traditional teaching methods that depend on memorizing and recalling knowledge. As a result, the learners perceive the process of learning English language to be uninteresting and exhausting. Second, practicing English is restricted to school settings. This leads to a breakdown in English language acquisition.

Muller et al (2014) emphasize that English in formal schooling is a subject that is tested like other subjects. Because it is not a form of communication, motivation and achievement may be low and classroom activities may be the only important source of input and language use for the students. This does not refer to real language acquisition in terms of use outside the classroom. According to Segalowitz (2016), fluency reflects the perception (perceived fluency) of speed and ease with which speech is formed (cognitive fluency), as well as temporal features of delivery such as speed, pausing, and repair (utterance fluency).

Skehan (2018) sees that fluency is an indicator of communication proficiency. It is the ability to write and speak phrases with ease and efficiency, without pauses or breakdowns in communication. Fluency is strongly related to effective communication, Lennon (2016) points out that fluency includes not only vocabulary and grammar knowledge, but also the capacity to use the language naturally, accurately, and appropriately in a

variety of communicative contexts. Fluency refers to an individual's capacity to clearly convey thoughts and ideas and interact meaningfully with others.

In the twenty-first century, language fluency has evolved into a multidimensional concept that incorporates a wide range of abilities and competencies. Byram (2021) highlights that beyond the traditional emphasis on linguistic accuracy, fluency now includes successful communication in real-world contexts, using appropriate language forms, and displaying cultural awareness and empathy. This expanded view of fluency emphasizes the importance of critical thinking, problem-solving, and digital literacy abilities in navigating the complexity of the digital age. Fluent learners in the twenty-first century can adapt to many communication mediums, work with diverse individuals, access and analysis of information, and generate meaning in dynamic and globalized environments.

Teaching fluency should be a separate goal throughout the educational experience. It is different from teaching other components of language. Ellis (2017) points out that teachers should allow students to observe themselves and perform some of the work, as well as set up scenarios in which fluency can develop before encouraging students to communicate. According to Srivastava (2014), language teachers that focus on fluency assist their pupils express themselves in English. They focus more on meaning and context. Typical fluency activities involve communicative tasks in which English is used as a means of communication rather than an end in itself. Fluency-based activities must be introduced to language classrooms, and learner

participation should be increased. Rixon (2017) adds some significant techniques for excellence of fluency, such as listening attentively to someone, using the right tone in persuasion, assigning multiple tasks that lead to the final tasks, and leading learners through environments that allow them to practice the language authentically.

McDonough and Mackey (2016) point out that instructors should focus on communication in natural and meaningful contexts, real-life (authentic) material, learning by doing, meaning and communication, learner involvement, the teacher as facilitator, and extending language use outside of the classroom. In today's ever-changing world, students must become autonomous learners equipped with lifelong learning abilities to meet the challenges of the twenty-first century.

Redecker (2014) sees that Learning for the future is characterized by lifelong (LLL) and life-wide learning (LWL) and is influenced by the widespread use of information and communication technologies. Beder (2019) defines the lifelong dimension as “what individuals learn during their entire life”. Beder sees that knowledge quickly becomes obsolete, and individuals must constantly update their knowledge and ability. Education cannot be restricted to the time spent in school; individuals must have the opportunity to learn throughout their lives. The life-wide dimension refers to the idea that learning occurs in a range of settings and situations and is not limited to the formal educational system.

The concept of 'life-wideness' in learning and education is not a novel idea, as mentioned by Lee and Kim (2023), it is originally cited by John Dewey, who emphasized that learning should focus on the quality of the experience rather than the material delivered. To be considered a quality experience, it must be continuous, integrating past and future experiences and combining the student's perspectives with a learning environment. Learning occurs through experience and necessitates hands-on activities that are directly relevant to the learner's life. In experiential education, learning occurs by doing something and then reflecting on and learning from the experience. It includes active learning, practical experience, and reflection.

The goal of LWL is to motivate students to become effective, lifelong learners, and to expand, enrich, and enable students' classroom learning. Farnell (2019) points out that LWL activities that go beyond the traditional classroom setting play an important role in enhancing the development of English as a Foreign Language (EFL) fluency. LWL activities provide opportunities for learners to practice language skills in real-world scenarios such as ordering food or navigating public transportation which enhance fluency.

Motallebzadeh et al (2018) see that life-wide learning frequently includes tasks or projects that demand effective communication in English. Learners are driven to use English to achieve specific goals, whether it is collaborating on group projects, solving difficulties, or completing real-life tasks, allowing them to develop their language abilities in a relevant context. Weller (2019) adds that with the development of digital tools and platforms, life-wide learning activities can use technology to promote language learning in all aspects of life. This may include using language learning applications,

participating in online forums or communities, or engaging in virtual reality simulations that imitate real-life language situations.

Belz and Várdai (2018) see that LWL can use authentic materials and using authentic materials is currently thought to be one technique for sustaining or enhancing students' motivation for learning, and leading to increased fluency. In the real world, language input and output are frequently part of a more integrated communication process. Teachers must strive for authenticity to reflect real-world communicative processes and develop fluency. Rasinski and Nageldinger (2016) state that true authenticity comes from classroom activities that match real-life activities done outside of school. These real-life activities enhance all areas of fluency. Authentic texts, audio, and videos can do more than merely serve as icebreakers or "fun" exercises at the end of lessons.

They can serve as the foundation upon which pupils' fluency is built. Mutonono (2016) asserts that authentic resources bridge the gap between classroom language use and real-life language usage by introducing familiar linguistic situations and materials into the classroom. In summary, life-wide learning activities offer a holistic approach to EFL fluency development by providing authentic, contextualized, and immersive language experiences that go beyond the confines of traditional classroom instruction.

1.2 Context of the problem

Despite the importance of fluency in the twenty-first century, it has long been a neglected area. In the Egyptian context where English is taught as a foreign language, Nasr (2022) stated that many students have difficulties using the English language fluently because of lack of tackling the language

as one entity during the sessions. She added that teachers in different schools are using the segregated approach, which focuses on grammar and written work without paying any attention to oral assessment, which is one of the obstacles that hinders fluency. Abdelkader (2023) also emphasized the fact that most students have apparent weakness in the ability to express themselves in various situations fluently. They cannot also create ideas, reflect, and construct meanings.

This results in difficulty in using the language as one entity. Mohamed (2023) asserts that EFL students face obstacles in effectively communicating in English such as lack of confidence and knowledge to express themselves fluently. This may be due to the teachers' concentration on teaching grammar rules and vocabulary items without paying attention to students' ability to use language.

1.3. Pilot Study.

The researcher conducted an oral and written test on a group of first preparatory students' (n = 25). None of the participants of the pilot study was selected to participate in the study experiment. The test was administrated to measure the student ability to do well mechanics oral and written work, select suitable words to convey messages, move smoothly between ideas, formulate significant ideas that demonstrate in depth understanding and to integrate personal experience (Appendix A). The results showed a general lack of essential writing and oral fluency.

90% of the students' sentences were not clear and they were also repetitive. The words were rather imprecise. 88% of students had difficulty expressing their ideas smoothly. 89% of the students had problems with

grammar, punctuation, and spelling. 90% of the students used a lot of filler words like "umm. Their reflections were not profound. The flow of their ideas was not up to the required standard. 905 of the students cannot integrate their personal experiences in the discussions. These features were applied to oral and written English language use.

1.4. Statement of the problem:

Most of Prep. Stage students in Al-Rafei official language school cannot use the English language fluently in different real-life situations, due to depending on the formal learning and text books inside the classrooms only, a lack of tackling the language as one entity during the sessions, and the teachers' concentration on teaching grammar rules and vocabulary items without paying attention to students' ability to use language in real life situation. So, the researcher adopts the life-wide learning approach to develop English language fluency for prep. Stage students.

1.5 Study Questions

To tackle this problem, the current study attempted to answer the following main question:

What is the effect of using life-wide learning approach to develop English language fluency for the official language schools Prep. Stage students'?

In attempting to answer the above question, the following sub-questions were answered:

- What is the current level of English language fluency for prep. Stage in the official language schools?
- what are the English language fluency components required for those students?

- What are the activities of the suggested program based on a life-wide learning approach for developing English language fluency for the targeted students?
- How can life-wide learning approach be effective in developing English language fluency for the targeted students?

1.6 Hypotheses of the study

To investigate the research problem, the study tested the following hypotheses:

- There is a statistically significant difference between the mean scores of the study participants on the pre /post-test regarding the development of fluency as a whole in favor of the post administration.
- There is a statistically significant difference between the mean scores of the study participants on the pre /post-test regarding the development of “mechanics” in favor of the post administration.
- There is a statistically significant difference between the mean scores of the study participants on the pre /post-test regarding the development of "word selection" in favor of the post administration.
- There is a statistically significant difference between the mean scores of the study participants on the pre/ post-test regarding the development of "smoothness" in favor of the post administration.
- There is a statistically significant difference between the mean scores of the study participants on the pre /post-test regarding the development of “reflection" in favor of the post administration.

- There is a statistically significant difference between the mean scores of the study participants on the pre /post-test regarding the development of “authenticity" in favor of the post administration.

1.7 Aim of the study:

This study aims to develop English language fluency for preparatory stage students’ through LWL approach in the official language schools.

1.8 Significance of the Study

This study is expected to be of significance to:

EFL learners at Prep stage: they will be able to use the English language fluently in real-life situations. It enables the students to connect academic learning with the real world, as well as their ability to use language fluently in the future. This will help the students to be more positive in the learning process.

EFL instructors: They provided with a variety of LWL activities that they can use to enable students to develop their language use and communication abilities.

Curricula developers and designers: they can consider the result of the research when they design LWL activities to achieve better outcomes with their learners.

1.9 Delimitations of the Study

This study was delimited to

- A group of first prep. stage students (n=30) from AL AL Rafie official language school.
- Some oral and written fluency components namely: mechanics, word selection, smoothness, reflection, authenticity.
- Some of life-wide learning activities.
- time delimitation: the second semester of the school year 2023/2024

1.10 Definition of terms

Fluency

According to McManus (2023), fluency is defined as the ability to express thoughts, ideas, and emotions smoothly, accurately, and efficiently in real-time interactions. Suzuki and Kormos (2020) clarified that fluency refers to a level of proficiency in communication. It is the ability to produce written and spoken sentences with ease, and efficiency, without pauses or a breakdown of communication.

In the current study, fluency refers to the ability of prep. stage students to use the English language in real-life situations in a manner that is easy and fast for them where they use vocabulary and grammar and can generate the appropriate meanings in different situations.

Life-wide learning

According to Garcia, Smith & Kim (2023), “Life-wide learning" refers to an educational approach that encourages learners to engage with the English language in various real-life contexts beyond the classroom. This involves integrating language learning into daily activities, cultural experiences, and authentic communication situations.

In the current study, life-wide learning refers to learning that involves real-life contexts and authentic settings and is used to develop prep. stage official language schools' students' language fluency.

- The remainder of this dissertation will be organized as follows:

Chapter Two: Review of Literature and Previous Studies.

Chapter Three: Methodology.

Chapter Four: Analysis and Discussion of Results.

Chapter Five: Summary, Conclusions, and Recommendations.

Chapter Two
Review of Literature

Chapter Two

Review of Literature

This chapter discusses the theoretical framework of the current study, drawing on a review of the literature and relevant studies. It discusses English language fluency and some life-wide learning strategies

2.1 Importance of English Language Fluency

According to Nation (2014), fluency in English as a foreign language is defined as "students' capacity to express themselves confidently, accurately, and spontaneously. It is more than just memorizing vocabulary and grammar rules; it also includes the capacity to use the language fluently in everyday situations". Fluent EFL speakers can easily understand and respond to spoken and written English, without struggling to find words or arrange their sentences. They have a diverse vocabulary and use colloquial terms to effectively communicate their thoughts and ideas.

Graddol (2017) emphasizes that mastering EFL fluency opens up a variety of opportunities, including the capacity to connect with individuals from diverse cultures, have access to a large array of knowledge and resources, and actively participate in global debates. Fluency is an important aspect of language use. Derwing (2017) sees that It is associated with the ability to handle the lexical and grammatical tools of language. To master using a language meaningfully, learners need to move beyond the level of language usage to the level of using the language meaningfully. Widdowson (2015) emphasizes that fluency is the ability to construct written and spoken phrases with ease and efficiently, without any pauses or breakdowns in communication. Fluency, as a level of communicative proficiency, influences

the future success of English language students. Oral and written use of English language can not be separated. However, they need to be detailed and clarified separately for the research purposes.

Things have changed dramatically during the last two decades, due to technological advancements and the rise of English as a global language. In the 21 st century, the internet, multimedia, satellites, and TV channel shave accelerated the spread of international communication and turned the world into a small village. As a result, as mentioned by Rettig-Miki and Sholdt (2014), the English language has grown in prominence, and there is a greater need for English competence in non-English countries because English is widely used as a commercial and scientific language.

Mastery of the English language is a portal to global opportunities, so it is essential for people of all ages, especially young learners, to perfect it. Furthermore, academic goals are targets for learning English. Kayi-Aydar (2018) points out that a high degree of English proficiency is determined by the student's ability to use the language fluently. Performance determines a student's degree of English language proficiency. The extent to which pupils can utilize a language naturally and readily determines their ability to comprehend and be understood. Jones (2020) underlines that fluency is critical to how students are seen as communicators, particularly in global online communities and various fields. The ultimate goal for students is to be able to communicate effectively in English, both in the classroom and in the real world situations.

2.2 Components of Fluency

2.2.1 Oral Fluency

Oral fluency is one of the most essential aspects that can be used to assess students' language proficiency. The basic goal of any language learner is to achieve proficiency in English. As English becomes a more significant international communication language, there is a greater requirement for most people to master the language and be fluent English speakers

Fluency is a multifaceted concept that incorporates a wide range of features of speech. Goh and Burns (2012) describes fluency as "the quick, smooth, accurate clear, and effective translation of thought or communicative intention into language". De Jong (2016) points out that fluent speakers must quickly translate their thoughts through three stages: building a meaningful message, formulating how to convey it, and quickly producing comprehensible messages. If the speaker becomes stuck at any of these stages, s/he is disfluent. So EFL students should be trained to use English orally in wide life situations that can approach their daily needs.

Learners of English as a foreign language often build a substantial knowledge about the language through study of its grammar and vocabulary, but have difficulty in developing oral fluency because they lack exposure to the language, and experience using it. Oral fluency is the ability to communicate in a spoken language easily, accurately, and seamlessly (Larsen-Freeman & Anderson, 2013). It has multiple dimensions, including speech rate, naturalness, coherence, and grammatical accuracy. Oral fluency is an important aspect of language proficiency that contributes significantly to effective communication.

Savignon (2018) linked oral fluency with communicative competence, which refers to the ability to utilize language successfully in real-life settings. Communicative competence encompasses linguistic competence (knowledge of grammar and vocabulary), sociolinguistic competence (knowledge of social and cultural norms), discourse competence (knowledge of how to organize and connect ideas), and strategic competence (knowledge of how to compensate for communication breakdowns). Oral fluency is an essential component of communication competence because it allows students to express themselves fluently and confidently, understand and respond spontaneously, and convey their thoughts and ideas accurately.

Nabil (2021) investigated the effect of using communicative approach on enhancing the oral communicative abilities of the Secondary Stage Students. The researcher designed EFL oral fluency test to measure EFL oral fluency skills according to students' development by using the communicative approach before and after the treatment. the study was conducted over a period of ten weeks. The results of the study approved that the communicative approach is effective in developing the EFL oral fluency of the secondary stage students, also it has a clear, strong and noticeable impact on their motivation to speak and talk orally and fluently.

language is not just imitation; learning a language is more than learning structures. The teacher task is to facilitate the students' creative use of language and his/her ability to communicate effectively in the language. Real communicative fluency will never be reached only through classroom practice. But classroom practice can help. Linguistic experience should be as close as possible to real life situations and should be student-centered.

Jones (2020) emphasizes the importance of teachers creating conditions that encourage free communication, incorporating tasks that generate a genuine need and interest in speaking and listening, allowing time for preparation and language scaffolding, and providing feedback to address perceived difficulties and ease communication. Teachers should provide a learning environment in which students may communicate in real life, participate in authentic activities, and complete essential tasks that develop oral language. This might occur when students collaborate in groups to achieve a goal or finish a task.

Richards (2017) points out that teachers should use current events, historical debates, or even controversial social media posts as discussion starters. This connects the activity to what students might encounter in their daily lives. Teachers also should ask questions that spark debate and require students to analyze information and form their own opinions. This mirrors real-world discussions where there are often multiple perspectives on a topic. Richards adds that teacher should ask students to brainstorm solutions to real problems in the school or local community. This could involve ways to improve the school environment, or tackling environmental issues. these activities are more engaging and relevant to students' lives, and preparing them for the oral communication skills they'll need in the real world.

Smith (2020) offers the following techniques to enhance oral fluency:

- Role-playing: Students can role-play real-world scenarios like a client meeting, or a news interview.
- Simulation: in simulations, students bring real-life items to create an authentic environment.

- Interviews: This activity can be used in low-level language classes, to help students create meaning and use language in semi life contexts.
- Group work: it is a collaborative activity in which students are alternatively taking roles that can widen the scope of their language use.
- Oral report: This strategy is to prepare pupils for presentations. It can also be used for narration. Students can read from their notes.

2.2. Writing fluency

The ability to write effectively and fluently in English is becoming increasingly important in today's modern culture, as language communication becomes more important. According to Reza and Jafari (2013), writing fluency (WF) is regarded as a critical ability in education and business for several reasons. In reality, it is crucial in both personal and professional situations. As a result, it has become a key need in both English for General Purposes (EGP) and English for Academic Purposes (EAP) syllabi. Rouhani et al. (2016) define writing as" the act of conveying and providing information in brief written form". Being a fluent writer necessitates the capacity to write rapidly and without significant pauses or hesitation, which could be an important aspect of one's success throughout life.

WF is distinguished by the ability to compose text in an easy reading style, free of elements that may disrupt the reader's flow. A fluent writer ensures that the content is cohesive, saving the reader from having to spend too much time guessing what the writer means. According to Atasoy and Temizkan (2016), writing is a student's unconscious method of creating written content, and the construction of written content includes both content

construction (interpreting thoughts into words, sentences, passages, and so on)

and reflection (interpreting words, sentences, and progressed levels of conversations). Thus, fluent writing encompasses the ease with which a learner creates and interprets the content.

It is a way of expressing opinions, ideas, and thoughts automatically in written forms. Nevertheless, a lot of research such as Gayed et al. (2022) confirm that English learners all over the world face a lot of challenges to achieve a high level of mastering writing activities such as organization, reflection and the learning process only concentrates on lower- writing activities such as memorizing words and translation.

Developing writing fluency requires the gradual integration of multiple abilities. Sax (2020) states that the writer must have an in-depth knowledge of the topic to generate concepts that range from concrete to abstract, basic to complicated. The writer must then articulate these thoughts through the use of words, taking into consideration the target audience and the goal of the writing. Ensuring the organization of ideas is vital, and receiving corrective criticism from teachers and peers plays a critical part in demonstrating whether others can comprehend the writer's thoughts. Sax also highlights the need to think about sub-skills like capitalization, punctuation, verb tense, noun-verb agreement, and sentence complexity during the writing process. McKinley (2013) adds that the writing process involves increasingly complicated skills such as planning, problem-solving, and decision making.

Nation (2013) highlights the value of self-reflection in writing progress. Reviewing and analyzing one's writing, sometimes with the assistance of criticism from peers or teachers, can show patterns, strengths, and weaknesses providing useful insights for targeted improvement in fluency.

WF improvement feedback should be postponed to avoid frustrating learners. If there is a correction, learners will slow down in favor of accuracy.

To promote WF, Manuel (2023) offered the following activities:

- Free Writing: The teacher allows each pupil three minutes to describe a picture using as many words, phrases, or sentences as possible. This activity mirrors real-life situations where individuals need to quickly articulate their thoughts, such as during brainstorming sessions or taking notes in meetings.
- Daily Questions: This exercise reflects real-life scenarios such as participating in daily stand-up meetings at work or engaging in spontaneous discussions. It helps students practice quick thinking, oral communication, and concise writing skills that are essential in many professional and social contexts.
- Story starter: This activity encourages creative thinking and narrative writing skills. It is similar to real-life experiences like writing a blog post, composing an email, or creating a social media story where one must build on a given idea or theme.

As carter (2022) points out, engaging students in writing activities provides several benefits. first, it helps to develop writing by allowing students to practice various writing styles and genres. Second, such exercises

encourage students to think creatively and experiment with language. Third, consistent writing practice enhances students' confidence as they see their abilities improve. Furthermore, writing activities help to improve language ability by increasing vocabulary and strengthening grammar.

Writing fluency is closely tied to effective communication; by becoming fluent writers, students enhance their capacity to communicate complicated ideas, opinions, and facts persuasively and clearly, which is a valuable talent in many areas of life. These activities help students develop strong writing skills, which prepare them for success in academia and other professions. Furthermore, writing provides a space for personal expression and self-reflection, which promotes self-awareness and emotional intelligence.

2.3. Life wide language learning

In a natural context, students should be introduced to language learning process that include language components as a whole. This means that English language is used as a whole with no separation of its components. According to Brown (2019), this method reflects how language is naturally acquired and used in real-life situations, where listening, speaking, reading, and writing skills are developed simultaneously rather than in isolation. By immersing students in a comprehensive language environment, they can better understand and apply the language in different contexts.

Also, Students should be exposed to learning through authentic and familiar topics from their real life. Richards and Renandya (2020) sees that using real-life contexts and materials helps students see the relevance of language learning to their everyday experiences. This approach not only

makes learning more engaging and meaningful but also enhances retention and practical application of the language. Authentic materials could include news articles, conversations, social media posts, and everyday interactions, which help students connect their learning to the real world.

In addition, social context components can enhance students' language acquisition. Lightbown and Spada (2021) emphasize that interaction in social contexts provides learners with opportunities to use the language in meaningful ways, receive feedback, and negotiate meaning.

Through interactive tasks such as role play, conversation, and situational exercises, students apply their language skills in a range of practical contexts. This hands-on experience not only reinforces their learning but also helps them to feel more prepared when engaged in real-life conversations. Life wide language learning emphasizes authentic fluency by immersing learners in a language-rich environment where communication is central. By concentrating on real-life situations and interactions, learners are able to express themselves naturally and confidently.

2.4. Authentic Assessment of Fluency

Authentic assessment is an assessment method that measures students' ability to apply knowledge and skills to solve problems in real-life settings and contexts. Jopp (2019) explain that authentic assessment usually requires activities that are carefully designed to fit real-life scenarios. Students are expected to use a variety skill in authentic assessment activities, including critical thinking, problem-solving, communication, collaboration, creativity, and more. These skills will be essential for employability and life-long learning. Unlike conventional forms of assessment, authentic assessment is

an alternative assessment, which focuses on the process of learning, rather than just the outcome of information memorization.

Authentic assessment in English as a Foreign Language (EFL) is an assessment method that measure learners' ability to use language in real-life contexts, providing a more accurate measure of fluency compared to traditional testing methods. According to Brown and Abeywickrama (2019), Authentic assessment in EFL is characterized by its focus on real-world relevance, holistic evaluation, and student-centered approaches. Tasks are designed to reflect real-life language use, ensuring that students can apply their knowledge and skills to solve problems in real-life settings and contexts.

Cheng and Fox (2017) point out that authentic tasks may include activities such as role-plays, presentations, and writing assignments that mimic authentic scenarios. These assessments often evaluate multiple language skills simultaneously, providing an integrated picture of a learner's abilities; for example, a group project might assess speaking, listening, reading, and writing skills. Muñoz (2020) adds that authentic assessments encourage student autonomy and self-reflection, allowing learners to have more control over their tasks and draw on their experiences and interests, thereby increasing engagement and motivation. Klimova (2019) sees that practicing critical thinking, problem solving, and conducting projects, either naturally or virtually, elicits the students' needs for using further items, ideas, and meaning construction of their thoughts. This can give teachers and students the chance to assess the students' growth of qualitative language acquisition.

Beckett and Slater, (2020) propose another effective activity which is project-based learning activities, where students engage in collaborative projects that require research, writing, and presenting findings. For example, creating a class magazine involves writing articles, conducting interviews, and presenting the final product, thereby assessing fluency across multiple language domains, such as speaking, listening, reading, and writing. Mendoza & Phung (2018) add that peer and self-assessment involve students in evaluating their own and each other's work, fostering critical thinking and self-regulation. Peer feedback sessions can help students develop their evaluative skills and gain new perspectives on their language use, promoting a deeper understanding of their strengths and areas for improvement. These methods not only enhance language skills but also encourage autonomy and reflective learning, making them integral components of authentic EFL fluency assessment.

Authentic assessment of EFL fluency encompasses various engaging and practical activities that simulate real-life scenarios, thereby providing a comprehensive measure of language proficiency. One such example, as mentioned by Nunan (2016), is role-plays and simulations, which require students to participate in conversations or perform tasks they might encounter in everyday situations, like booking a hotel room or attending a job interview. These activities assess the spontaneous use of language, coherence, and contextual appropriateness, reflecting the practical application of language skills. Richards (2015) adds that presentations and public speaking assignments encourage students to prepare and deliver talks on topics of interest, thereby assessing their ability to organize thoughts, use appropriate

language, and interact with an audience. This type of assessment evaluates various aspects of fluency, including coherence, pronunciation, and the ability to respond to questions, thus offering a good evaluation of speaking skills.

Authentic assessment in EFL fluency brings several advantages that improve the overall learning experience for students. Chung and Choi (2021) highlight that one notable benefit is increased engagement. Authentic tasks, which are closely linked to real-life situations, are more engaging and motivating for students. When learners see the relevance of what they are studying, they become more actively involved and invested in their educational activities. This relevance helps sustain their interest and fosters a deeper commitment to mastering the language.

Similarly, Sutadji et al. (2021) emphasize that another advantage of authentic assessment in EFL fluency is enhanced language use. This type of assessment emphasizes real-world application, enabling students to develop practical language skills that they can use immediately in everyday communication. By focusing not only on theoretical knowledge but are also able to apply their knowledge in real life wide environments, which strengthens relationships with students' life components.

Anderson (2020) conducted a study to investigate how authentic assessment benefits EFL speaking skills in Swedish upper secondary schools. The results showed that authentic assessments improve accuracy, fluency, conversation skills, and grammar use for real-world communication. Also, authentic assessment promotes the encouragement of lifelong learning. By fostering skills such as critical thinking, self-reflection, and autonomous learning, authentic assessments prepare students for continuous language

development beyond the classroom. These skills are crucial for learners to continue improving and adapting their language abilities throughout their lives, making them more self-sufficient and capable of independent learning Thus, authentic assessment not only evaluates current proficiency but also equips learners with the tools needed for ongoing personal and professional growth. these authentic features characterize the 21 st century language acquisition.

On the other hand, while authentic assessment offers numerous benefits, it also presents challenges. Brookhart (2013) explains that designing and implementing authentic tasks can be time-consuming and may require more resources and training for educators. Additionally, ensuring consistency and fairness in evaluation can be more complex compared to standardized tests. Educators need to develop clear rubrics and guidelines to maintain objectivity and reliability in assessment

Authentic assessment of EFL fluency provides a meaningful and comprehensive way to evaluate learners' language abilities. Focusing on real-world tasks and holistic evaluation, it offers a more accurate picture of a student's communicative competence and prepares them better for actual language use outside the classroom.

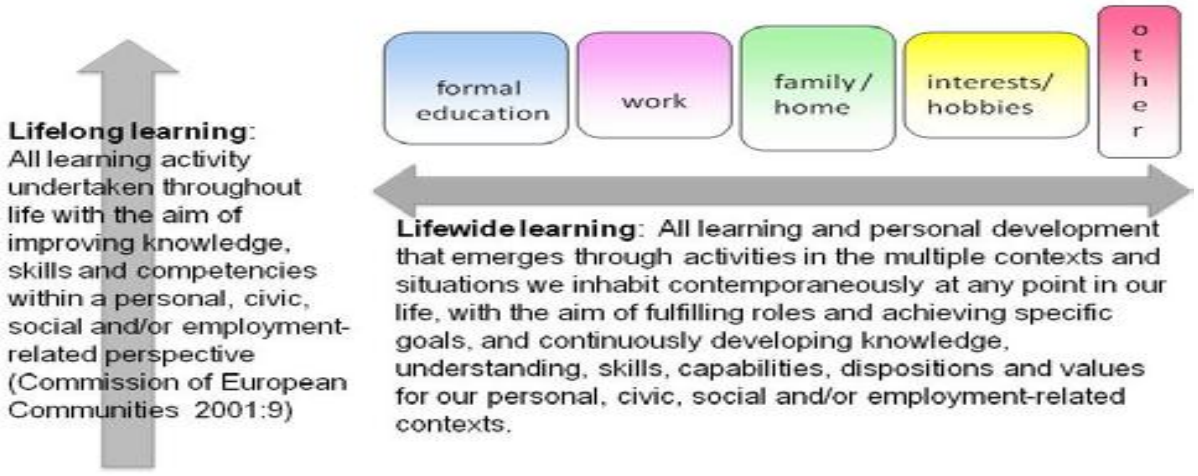
2.5 Life-Wide Learning.

Learning extends beyond the classroom, encompassing both "lifelong" and "life-wide" dimensions. Reischmann (2014) explain that the lifelong dimension describes what a person learns during their lifetime. Knowledge quickly gets outdated, and individuals must constantly update their knowledge and skills through a learning process. Education cannot be limited

to the time spent in school; individuals must have real opportunities to learn throughout their lives. The "life-wide" dimension refers to the idea that learning takes place in a variety of settings and scenarios, including work, family, and social lives, and is not limited to the official educational system.

Figure 1

Life long and life wide (from Jackson ,2021)



Jackson (2021). *Learning for a complex world: A lifewide concept of learning, education, and personal development*. Lifewide Education

Lifewide Learning (LWL) refers to learning that occurs in various contexts, not just within formal educational systems. LWL integrates both formal and informal learning (Jackson, 2021). Formal learning typically occurs in structured environments like schools and training centers, leading to degrees and certifications. It is intentional and organized (Cedefop, 2020).

Informal learning, on the other hand, takes place in everyday situations such as at home or work, without structured objectives. Werquin, (2023) declares that informal learning is preferred over formal learning, which can also be organized according to educational and training methods.

According to Spanella (2013), the concept of 'life-wideness' in learning and education originated with John Dewey. Dewey emphasized that education should value the quality of the experience over the quantity of knowledge delivered. A quality experience must contain continuity with prior and future experiences, as well as interaction between the student's unique perspective and the educational setting. The experiential education philosophy is based on the idea that learning occurs through experience and includes hands-on activities that are relevant to the learner's life

Jackson (2012) describes LWL as an approach to learning that integrates real-life situations and authentic settings. LWL aims to enhance the personal, cognitive, and social development of students in order to make them ready for the challenges of the complex world. LWL enables students to achieve learning goals that are more difficult to achieve through classroom learning alone. For example, developing problem-solving skills in everyday life requires encounters with a wide range of people, places, and situations. The experiential learning gained via life-wide learning helps students develop the lifelong learning skills required in our ever-changing society.

Werquin (2023) explains the value of LWL when compared to traditional classroom learning, as it stands out for its resourcefulness, the special feeling it fosters in students and teachers, its connection to real-world contexts, and its relatively informal and relaxed nature. This approach promotes better teacher-student relationships, offers flexibility in learning contexts and methods, and provides quick, clear feedback.

2.6. Life-wide learning in English language learning.

According to Garcia et al. (2023), "life-wide learning" refers to an educational strategy that encourages students to interact using English language in real-life contexts. Creating a language-rich environment is crucial for supporting life-wide learning in English language education. Smith (2019) and Brown (2018) see that teachers should consistently use English when interacting with learners both in and out of the classroom. This involves appreciating learners' use of English in various contexts and encouraging continued practice. Also, teachers should provide many opportunities for learners to interact in English. This can be facilitated through group projects, peer discussions, and collaborative activities that necessitate communication in English.

Jones and Bradley (2020) add that enhancing exposure to authentic English usage can be achieved by inviting native speakers to give talks, using media resources for language learning, and organizing visits to international schools. Lightbown and Spada (2021) point out that learners should be motivated to seek and create opportunities to use English in realistic settings. This includes gathering authentic English materials from society, sharing these with peers, researching online, and watching English-language movies or TV shows.

Teachers should make the best use of spaces and resources available at the school and in communities to support English learning through LWL. This can include setting up an English Corner, and displaying authentic materials and learners' work on bulletin boards, walls, or online to reach a broader

audience (Nation & Macalister, 2020). Promoting learning through both formal and informal curricular activities is vital.

Activities such as essay competitions, drama, debates, short radio plays, and community service projects can significantly enhance learners' engagement and proficiency in English. Life-wide learning in EFL education strives to boost students' personal, cognitive, and social development, preparing them to face the challenges of the complex world.

2.7. Key components of life-wide learning

2.7.1 Authenticity

The field of Teaching English as a Foreign Language undergoes diverse challenges in helping learners communicate their thoughts and ideas effectively. With this view, authenticity appears as a critical component in the framework of life-wide learning. According to Smith (2021), authenticity refers to the use of real-world, meaningful, and authentic language experiences that reflect the language as it is naturally used by native speakers in different situations and closely mirrors the situations that students may encounter outside of the traditional classroom setting. Johnson (2019) points out that authentic resources are produced for real communication. The sole purpose of authentic materials is to convey meaning and information instead of teaching the language.

Jones (2019) declares that authenticity consists of three distinct but overlapping domains: authentic language in use, authentic tasks, and authentic texts.

Figure 2

Domains of authenticity (from Jones,2019)



Authentic language in use refers to the use of language in real-life situations. Authentic language involves spontaneous communication that mirrors how language is used in everyday contexts. Authentic tasks are activities that replicate real-world tasks learners might engage in outside the educational setting. These tasks are designed to be relevant and meaningful, helping learners apply their language skills in practical scenarios. Examples include writing emails, participating in discussions, or conducting interviews. Authentic texts as a stretch of real language, produced by a real speaker or writer for real audience and designed to convey a real message. These include articles, videos, podcasts, and other media that native speakers would

consume in their daily lives. By integrating these three domains, Jones argues that language education can be more effective and engaging

Chou (2018) clarifies that authentic materials can include:

- Listening: TV shows, radio, commercials, news broadcasts, documentaries, movies, phone messages, etc.

- Visual: photographs, art works, signs with symbols, postcards, picture books, etc.
- Printed: restaurant menus, newspaper articles, company websites, coupons, sales catalogues, travel brochures, maps, telephone books, signs, blogs, movie posters, food labels, etc.

Using authentic materials in ESL/EFL classrooms has been found to have several advantages. According to Liao and Lee (2020), Martinez & Toth (2020), authentic materials provide learners with exposure to real-life language use, which is more challenging and complex than simplified textbook language. By being exposed to authentic language use, learners can develop their ability to comprehend spoken and written language, as well as produce their own language more accurately and fluently. Tomlinson (2017), Liu and Song (2020), authentic materials are more engaging and interesting to learners than textbook materials, as they provide a window into the target culture and offer a variety of language styles and registers (This can increase learners' motivation to learn the language and enhance their willingness to communicate in the target language (Chen, 2020).

Treve (2023) conducted a study to investigate the impact of using authentic materials on language learning outcomes in ESL/EFL learners. The study involved a control group that relied on traditional textbook materials and an experimental group that was exposed to authentic materials.

The study revealed that that exposure to authentic materials had a positive impact on their language learning outcomes, as exposure to authentic materials enhance vocabulary acquisition, listening comprehension, reading comprehension, writing skills, and overall language proficiency. This study suggests that incorporating authentic materials in language instruction can enhance language learning outcomes, enabling learners to develop a deeper understanding of the language and its usage in authentic contexts.

In a study conducted by Kim and Elder (2019) on the use of authentic materials in Korean EFL classrooms, it was found that authentic materials enhanced students' motivation and engagement in language learning. The study also revealed that the use of authentic materials improved students' language proficiency, particularly in listening and speaking skills. Similarly, in another study by Taherian and Farzianpour (2020) on the use of authentic materials in Iranian EFL classrooms, it was found that the use of authentic materials increased learners' motivation, improved their language proficiency, and promoted cultural awareness.

Miller (2019) argues that authenticity extends beyond resources and into the learning environment. Creating dynamic and communicative classroom activities that replicate real-world communication, such as group discussions, role-playing, and joint projects, allows students to utilize language in context. This increases fluency and confidence. Kim (2021) emphasized that authenticity recognizes the natural variation in language use.

Exposing students to varied accents, dialects, and varieties of English helps them develop flexibility in understanding and using the language, preparing them for a variety of communication situations.

Authenticity is a critical component of life-wide learning. Educators may construct a language learning experience that not only focuses on improving language components but also provides learners with the skills and confidence they need to successfully navigate real-world communication. This approach adds to a more meaningful and effective language learning experience.

2.7.2 Live interaction

Interaction is an important word for language teachers. In the communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. Live interaction is thought to be important in naturalistic language acquisition. live interaction emerges as a critical and dynamic component tin the frame of life wide learning. Real-time involvement, communication, and collaboration enhance learning experiences and help develop EFL fluency. According to Smith (2017), live interactions give learners real opportunities to use English in practical settings, providing immediate engagement in language learning. Conversations with teachers, peers, and native speakers create a lively environment that mirrors real-world language use.

Brown (2020) emphasizes that the dynamic aspect of live interactions encourages effective communication, which is vital for EFL fluency. Spontaneous discussions and collaborative activities help students practice language in relevant contexts, improving their overall language skills.

According to Brown (2020), life-wide learning frequently emphasizes collaborative projects. Live interaction promotes collaborative learning by allowing students to work together in real-time.

Group discussions and cooperative tasks are examples of collaborative work that allow students to apply their language skills in real-world settings. engaging with peer talks or group activities offers learners different linguistic input as well as the opportunity to explore and adapt language patterns from others.

Live interaction demands quick thinking and the use of communication methods such as paraphrase, and meaning negotiation. Kim (2022) emphasize that these strategies let learners express themselves successfully even when faced with language gaps. Also, quick feedback during live interactions helps learners obtain correction and guidance on their language use. This is consistent with the idea of feedback as an important part of language development. Learners can correct errors quickly, resulting in more accurate language production over time.

Johnson (2016) asserts that live engagement allows educators to provide fast feedback. This timely feedback helps the learners identifying their language strengths and areas for improvement, Providing continual language growth and fluency development. Live interaction increases motivation and interest in EFL learning. Real-time engagement's dynamic and interactive nature creates a more appealing and stimulating language learning environment, encouraging a positive attitude toward language acquisition and fluency development.

2.8. Life-wide learning and English language fluency.

LWL activities help students to use English in real-life situations. This immersion in authentic communication situations helps students develop the practical language skills required for fluency. Jeong (2023) explains that joining community events or social gatherings help students navigate discussions naturally, thereby improving their speaking and listening skills. Regular exposure to English through LWL activities help students get used to different accents and everyday phrases.

This kind of exposure enhances fluency by fostering familiarity with varied linguistic inputs and promoting better pronunciation. Kamaşak, Sahan, & Rose (2021) assert that LWL allows for the real-world application of language abilities in everyday circumstances, which strengthens language acquisition and builds confidence. Using English to perform everyday tasks like shopping, ordering food, and asking for directions requires learners to think quickly and communicate effectively, leading to smoother and more fluent language use.

Jackson (2013) examines how life-wide learning (LWL) supports the development of practical language skills through real-life experiences. The study highlights that LWL various activities as participating in community events, engaging in social interactions, and performing daily tasks, all of which help students practice and improve their language skills in authentic contexts. Jackson emphasizes the importance of creating authentic learning environment to enhance fluency. In the study by Mortazavi et al. (2021), they investigate how LWL, combined with mobile-assisted language learning, improves both productive and receptive skills. the study conducted across various Asian universities. The findings demonstrate that students engaged in

LWL activities showed significant improvement in fluency due to the real-world application of language skills.

Engaging in fun and meaningful activities enhances learners' motivation to use English, which is crucial for developing fluency. Murray and Gao (2024) explores how motivation impacts language learning, asserting that when learners are motivated, they are more likely to practice regularly and with greater enthusiasm, resulting in more natural language use. Hobbies, athletics, travel, and other interests provide intrinsic motivation for students to enhance their fluency skills.

According to Yashima (2020), LWL activities often entail social interactions that need learners to use language for communicative purposes as making requests, explaining, and expressing opinions. these interactions help students develop the social skills required for effective communication. Smith and Johnson (2024) add that many LWL activities encourage students to engage in critical thinking and problem-solving in English, which are necessary for fluent communication. Understanding and following directions, coping with unexpected events, and participating in discussions all require students to process information and respond effectively, which improves their smoothness and fluency.

Engaging in cultural exchange through life-wide learning activities helps students comprehend the cultural circumstances that influence their language use. Jackson & Oguro (2023) highlight that this understanding is required for using language effectively and fluently in a variety of social contexts. Participating in cultural festivals, international student exchanges, and multicultural activities encourages students to learn about cultural norms which increases their communication ability and fluency.

Lightbown and Spada (2021) add that LWL activities allow students to establish a network of English-speaking friends and coworkers. This network offers continual chances for language practice and informal learning, which are essential for maintaining and enhancing fluency. Interacting with native speakers in different situations allows learners to practice English in a supportive atmosphere, resulting in smoother and more natural language use According to research, life-wide learning activities help to increase EFL fluency by offering realistic and relevant contexts for language use. For example, Richards (2015) discovered that extracurricular activities, such as language clubs and plays, create a supportive environment for improving fluency.

Furthermore, Benson and Reinders (2011) emphasize the value of informal learning experiences, such as volunteering and internships, in building practical language abilities. These activities improve learners' fluency skills and also their capacity to use English in a variety of professional and social contexts.LWL activities are important in building EFL fluency because they provide learners with a variety of authentic language contexts for language use. These experiences supplement conventional classroom instruction and lead to language fluency enhancement.

2.9. Life-wide learning strategies

Life-wide learning in EFL education refers to learning that takes place outside of the regular classroom, in informal learning contexts. It strives to improve students' personal, cognitive, and social development, preparing them to face the difficulties of today's complicated world. Some of the LWL strategies are

2.9.1 Virtual reality field trips

virtual reality (VR) field trips are computer-generated experiences that imitate the real world, allowing users to explore and interact with these settings as if they were physically present. Hamilton et al., (2021) state that this new approach to language learning blends technology with real-world situations, allowing students to explore different environments and interact with authentic language in context. VR field trips, as a type of life-wide learning, extend beyond traditional classroom boundaries, helping students to develop their cultural awareness and linguistic competency dynamically and engagingly. VR field trips can introduce students to different cultures, allowing them to better recognize cultural nuances and contexts. This cultural immersion is required to develop pragmatic competence, which is a key component of fluency (Cheng & Annetta, 2021).

According to Cheng and Tsai (2019), virtual reality presents a fully immersive environment in which students can practice English in real-life situations, hence improving their understanding and successfully using language. This immersion helps to close the gap between academic understanding and actual use.

2.9.2 Role-playing

Role-playing is a powerful strategy for improving EFL fluency among students. This classroom activity aims to provide an interesting and participatory environment in which students can practice language skills in authentic, real-world scenarios. This technique integrates cognitive and social components to promote overall language development. According to Richards and Rodgers (2014), role-playing offers students with a valuable

language experience by allowing them to actively participate in meaningful conversations. This hands-on activity promotes comprehension of vocabulary and grammar structures, resulting in increased language acquisition and production. Role-playing scenarios encourage students to think critically and make real-time decisions. This cognitive demand improves problem-solving abilities, resulting in a better understanding of language use in context.

For the social dimension, Willis (2021) points out that role-playing allows pupils to communicate successfully in a wide range of social contexts. This interactive method allows students to practice and improve their interpersonal skills, which are essential for real-world language use. By carefully designing and arranging role-playing exercises, educators may create a dynamic and engaging language-learning environment that prepares students for real-world language use.

2.9.3. Storytelling and digital storytelling

Storytelling exposes learners to authentic language use in meaningful contexts. Gashti (2021) points out that learners gain language comprehension abilities necessary for comprehending and interpreting spoken and written texts when they encounter a wide range of vocabulary, grammar structures, and discourse patterns. Hwang et al., (2016) add that by experiencing complex characters, plotlines, and themes, students develop critical thinking skills, recognize patterns, and reach reasoned conclusions, all of which are necessary for language comprehension and production.

Johnson and Kendrick (2017) assert that storytelling allows students to express themselves verbally, communicate their thoughts, and interact meaningfully with their peers. Through storytelling activities, students

improve their speaking, listening, and turn-taking skills, enhancing their communication competence and confidence in English. Liu et al., (2017) add that digital storytelling gives students meaningful opportunities to use English in real-world settings. By creating tales about themes of personal interest or relevance, students practice language skills in meaningful and purposeful ways, increasing fluency and communicative competence.

2.9.4 Flipped classroom

The flipped classroom strategy makes use of technology to encourage active learning. In this technique, students do homework and study materials before class, allowing for additional in-class time dedicated to discussions, projects, and meaningful interactions (Gasmi & Thomas, 2017; Li & Zhang, 2016; Tohei, 2018; Arslan, 2020).

According to Bishop and Verleger (2013), the flipped classroom strategy fosters a supportive learning environment in which students cooperate, communicate, and benefit from one another's experiences. Interactive conversations, group exercises, and peer feedback sessions promote meaningful interactions, allowing students to share insights and improve their interpersonal skills. This method generates a sense of belonging and encourages mutual respect among learners, providing a good learning environment where varied perspectives are appreciated, and collaborative learning flourishes.

2.9.5 Mind mapping

In a life-wide learning setting, EFL students can use mind maps to explore language abilities outside of the classroom, including incorporating language into their daily lives through activities such as writing, listening to podcasts, or conversing with native speakers. According to Brown and Lee (2022), mind mapping helps EFL students connect language learning to real-life circumstances and experiences. Learners can improve language abilities that are directly relevant to their lives outside of the classroom by generating mind maps that include vocabulary, grammar structures, and idiomatic expressions connected to everyday activities.

Teachers should encourage students to employ mind-mapping techniques outside of the classroom to explore real-world language settings. According to Chen et al. (2022), mind-mapping activities can help students integrate multiple language abilities such as reading, writing, listening, and speaking. Students, for example, can use mind maps to summarize reading sections, brainstorm ideas for writing tasks, or arrange oral presentations.

Commentary

This chapter described a review of literature and previous studies concerned with life-wide learning approach that support the need for integrating real-life situations and authentic settings in the educational field. It showed how the life-wide learning activities can be applied to foreign language learning, in general, and to develop fluency in particular. Literature proved that fluency is linked with communicative competence, which refers to the ability to utilize language successfully in real-life settings.

This review was beneficial in finding a theoretical background for the present study. It helped the researcher decide upon the appropriate strategies, activities, and instruments to carry out this study. Moreover, it was helpful in identifying the main components needed to develop prep stage students' English language fluency. Although different fluency frameworks were discussed in this chapter, such as that of Smith (2020), this study has been especially guided by the whole language approach framework of fluency suggested by Brown. (2002) for different reasons, as follows:

- It reflects how language is naturally acquired and used in real-life situations, where listening, speaking, reading, and writing skills are developed simultaneously rather than in isolation.
- It makes learning more engaging and meaningful and enhances retention and practical application of the language.
- It emphasizes that interaction in social contexts provides learners with opportunities to use the language in meaningful ways, receive feedback, and negotiate meaning.

Different approaches were suggested in this chapter to develop the students' fluency. However, the rationale behind selecting a life-wide learning approach for developing the students' fluency is that students should be exposed to learning through authentic and familiar topics from their real life. Using real-life contexts and materials helps students see the relevance of language learning to their everyday experiences. Hence, some of the expected outcomes at the end of this program are:

- Using the English language in real life situations as a whole in various contexts fluently

- Writing correct sentences and using English confidently and fluently without pauses or hesitating.
- Selecting words precisely and appropriately to explain ideas and moving smoothly with clear transitions between ideas.
- Presenting their ideas accurately through discussion, using their experience to reflect full understanding.
- Integrating learning with personal experience. Demonstrating excellent empathy and understanding towards others' emotions, perspectives, and experiences

In conclusion, this review highlights that fluency is critical to how students are seen as communicators, particularly in global online communities and various fields. The ultimate goal for students is to be able to communicate effectively in English, both in the classroom and in real-world situations.

Chapter Three
Method

Chapter three
Method

This chapter presents the methodology of the study, the tools, and the experimental procedures. It covers the study design, participants, and instruments. It also provided a detailed description of the proposed program.

3.1. Study Design

The researcher fostered one group-experimental design with a pre-posttest. The choice of that design is due to the complex nature of the component of fluency and analyzing students' performance is a difficult process to conduct with two groups. The researcher used a mixed-methods design that incorporated both quantitative and qualitative methods to evaluate how the learners performed during the implementation of the program.

3.2. Participants

30 students of first preparatory stage at Al-Rafei official language school in Gharbia governorate. The participants have been learning English for 9 years. Their ages ranged from 12 to 13 years old. The researcher aimed to develop their EFL fluency through a program based on using life-wide learning approach.

3.3. A list of English language fluency components

After reviewing literature, the researcher listed components of fluency to be used as a guide for the rubric and pre-posttest to achieve fluency. Based on this list, the parts of the program were determined with the aim of developing specific English language fluency components that may be suitable for first-preparatory stage students. The list included the following components: Mechanics, word selection, smoothness, reflection and authenticity.

3.4. Instruments of the Study

The instruments of the current study included:

1- An online pre-post EFL fluency test. (Appendix C).
2- The fluency rubric. (Appendix D).

3.4.1 The pre/post English language Fluency test (Appendix C)

Purpose of the test:

The pre-posttest was prepared by the researcher to assess the first preparatory stage students' EFL Fluency level. By administering this test, the researcher could assess to what extent the participants have developed their EFL fluency.

Test description (Appendix C)

The test measured the students' written and oral performance. The test consists of 10 written and oral questions for the five components. It is one test divided into two parts because it deals with the language as a whole. The final score is 50. Table (1) refers to the question's number, the fluency component it assesses, and the score of each question.

Table 1

Test specification

The assessed component	Number of questions	The score for each question
Mechanics	**2**	**5**
Word selection	**2**	**5**
Smoothness	**2**	**5**
Reflection	**2**	**5**
Authenticity	**2**	**5**
		50

The test was designed based on the following:

● The previous studies and related literature.

●The list of EFL Fluency components needed for the first preparatory stage students.

Test Piloting

The test was piloted on a group of 28 first preparatory stage students at Al Rafei official language school in Gharbia governorate. Those students were out of the treatment. It was administered before implementing the program to:

- Establish the test validity and reliability.

- Indicate the appropriate time for answering the test.

- Check the appropriateness of the test questions to the participants.

Test timing.

The researcher recorded the time taken to answer the test during the pilot administration and used the following formula to calculate the average time of the test:

$$\frac{T1 + T2 + T3 + T4 \ldots\ldots}{N}$$

T1= the time taken by the first learner to answer the test.

T2 = the time taken by the second learner to answer the test.

N= the number of all learners.

Throughout applying the previous formula, the researcher found out that one hundred and twenty minutes (120 min.) was a suitable time to answer the two parts of the test.

The Internal Consistency of the test components

To determine the internal consistency for the components of the EFL Fluency test, the correlation coefficient between each component and the total score of the test was calculated after subtracting the targeted fluency component from the total score. Table (2) shows the correlation coefficient:

Table (2)

The correlation coefficient of the total score and each component

Language fluency component	**Correlation**
Mechanics	**0.76****
Word selection	**0.82****
Smoothness	**0.74****
Reflection	**0.73****
Authenticity	**0.81****

Significant at 0.01

It is significant at the level of 0.01. This table indicates that all the components are statistically significant, which shows the internal consistency of the test.

Test Reliability

The spilt-half method and Alpha-Cronbach's Coefficient were used to obtain the test reliability. Table (3) shows the reliability coefficient of the EFL Fluency test.

The method	Cronbach's Alpha	Split- half (Spearman-Brown)
reliability coefficient	0.91	0.86

The correlation coefficient of Spearman-Brown was 0.85, and the value of the Alpha- Cronbach's coefficient was (0.91) Which is considered a high and reasonable value that generally indicates the reliability of the test as a tool of measurement, and therefore it can be relied upon.

3.4.2. English language fluency rubric (Appendix D):

The researcher designed a rubric for assessing the participants' EFL fluency in the pre-posttest. so the researcher can deduce the learners` ability to use the language fluently before and after implementing the program.

Description of the Rubric

The rubric consisted of five fluency components. Each of the five components was rated according to a rating scale ranging from 1 to 3, emerging, developing, and fluent. It consisted of mechanics, word selection, smoothness, reflection, and authenticity.

Rubric Validity

The validity of the rubric was verified through the comments that the advisors had on the initial form of the rubric, and the modifications were considered. For example, in the final form of the rubric, the arrangement of

the components was changed to start with mechanics instead of word selection.

3.5 The study program.

Overview

After reviewing the literature, and related studies; the researcher designed the study program based on a life-wide learning approach to enhance EFL fluency for preparatory one students. The program was designed and modified by the researcher.

Aim of the program

The study program was based on life-wide learning approach. It was designed to enhance first preparatory stage students' EFL fluency.

Performance objectives

At the end of the current program, the participants are expected to:

- Use the English language as a whole in various contexts fluently
- Use English language in real-life situations.
- Write correct sentences.
- use pace and pauses to properly convey oral messages appropriately.
- Use English confidently and fluently without pauses/hesitation.
- Select words precisely and appropriately to explain ideas.
- Select words that fit the tone, style, or purpose of communication.
- Move smoothly with clear transitions between ideas.
- Present their ideas accurately through discussion, using their experience to reflect full understanding.
- Integrate learning with personal experience.

- Demonstrate excellent empathy and understanding towards others' emotions, perspectives, and experiences

Content

The program contains 14 sessions. The first one was designed for orientation. In addition, there were 13 sessions for the enhancement of the students' EFLL fluency. Different activities and discussions were introduced to encourage EFL learners to use English fluently.

Duration of the program

The program lasted for five weeks in the second semester of the school year 2023/2024. Each in class session lasted for one hour and a half and an online session lasted for two hours. The total number of hours for teaching the program was about 23 hours.

Learning and teaching strategies:

Learning and teaching strategies were related to the participants' authentic environment, such as problem-solving, flipped learning, field trips, role play, and mind mapping, in addition to communicative/ cooperative learning and student-centered activities. This gave the participants a chance to use language authentically and create an interesting and active learning environment allowing the participants' positive participation.

Participants were involved in posing questions and role-playing activities as parts of active learning. Role-play is a favorable interactive learning method for students, especially when they have a chance to express their ideas freely and automatically. The flipped learning approach was used to give participants much time to watch and learn about the topic. Before each session, the researcher chooses some videos connected with the topic of the

session and shares them with the participants to help them get further knowledge about it.

The teacher encourages participants to work together in pairs or groups as well. The teacher acts as a facilitator who provides an educational context where participants communicate interactively in the learning process as they have the opportunity to practice the language and learn based on their interests, needs, and abilities. Meanwhile, the teacher guides, scaffolds, and monitors their learning process.

Assessment

The researcher used three different forms of assessment strategies: diagnostic, formative, and summative assessments. Firstly, the diagnostic assessment is used before each session to explore the prior knowledge of the students about the topic under discussion. Secondly, formative assessment is used as a tool to assess the participants' performance during the educational process and provide constructive feedback. Throughout the program, the students' discussions were checked regularly and they were given continuous feedback on their performance and role-play. Furthermore, reflection is an indication of their understanding and producing knowledge. Finally, the summative assessment is applied after the program to measure the participant's performance level in the English language before and after the test.

This chapter presented the study design, participants, and instruments. It also gave a detailed description of the proposed program. The next chapter is going to tackle the analysis and discussion of the study results.

Chapter Four
Results and Discussion

Chapter Four

Results and Discussion

This chapter tackles the quantitative and qualitative results of the current study. It starts with quantitative data analysis of the pre/posttest to find out differences in the pre-post English language fluency test and the effect of the proposed program on developing EFL fluency. This is followed by the qualitative analysis and discussion of the results.

4.1. The Statistical analysis

The researcher used the Statistical Package for Social Sciences (SPSS) V25 to analyze data collected as follows:

- t-test for paired–samples to measure the differences between participants' mean scores in the pre and post-administration of the fluency test and to determine the differences between the participants' mean scores.
- The effect size of t value was calculated using Etta square (η2) through the following mathematical formula:

 Effect size (η2) = $t2 / (t2 + df)$

 Where df = degrees of freedom, t = computed t value

 And (η2) is interpreted as follows:

 If (η 2) < 0.010, then the effect size is weak.

 If $0.010 \leq (\eta\ 2) < 0.059$, then the effect size is small.

 If $0.059 \leq (\eta\ 2) < 0.138$, then the effect size is medium.

 If $0.138 \leq (\eta\ 2) < 0.232$, then the effect size is large.

 If $0.232 \leq (\eta\ 2)$, then the effect size is very large.

4.2. Findings of the study:

4.2.1 Testing the validity of HO1

The first hypothesis states that there is a statistically significant difference between the mean scores of the study participants on the pre-and post-test regarding the development of their fluency as a whole in favor of the post-test mean scores. To verify the hypothesis, the scores of the pre and post-administration of the fluency test as a whole were analyzed. Table (4) shows the results.

Table 4

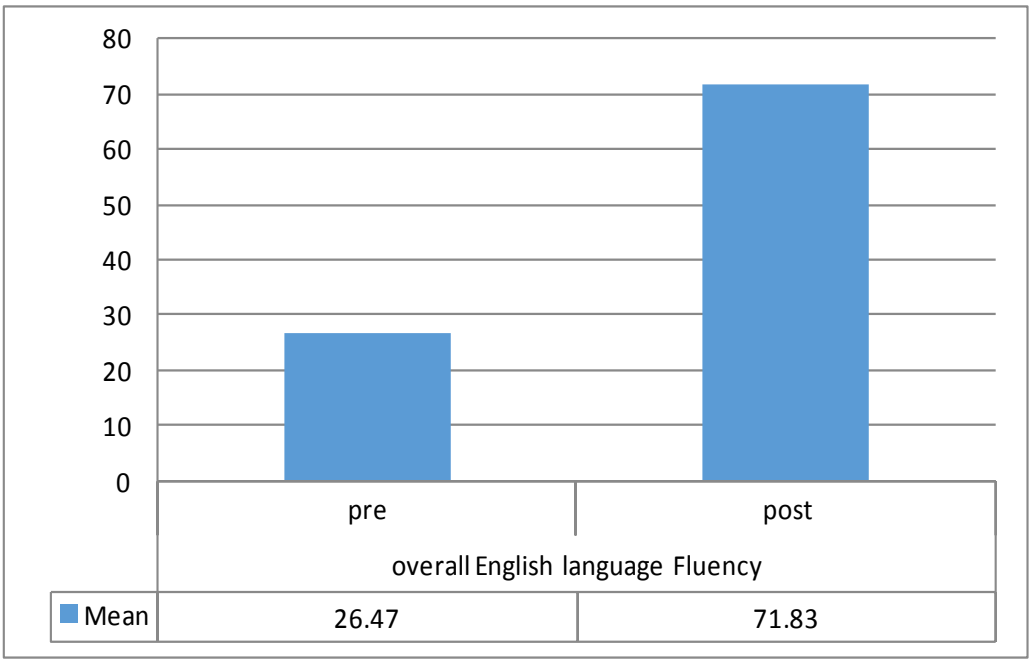
t-test results of the pre and post-administrations of fluency test as a whole

Component	**Mean**		**Std. Deviation**		**t- test Value**	**Sig.**	**Effect size (η^2)**
	Pre	Post	Pre	Post			
fluency	26.47	71.83	3.71	4.03	73.55	0.01	0.91

Table (4) shows that the participants' mean scores in the pre-administration of the fluency test as a whole were (26.74), and the participants' mean scores in the post-administration of the test were (71.83). So, it shows that the participants' mean scores in the post-test administration were higher than their mean scores in the pre-administration. Figure (3) shows the difference between the participants' mean scores in the pre and post administration of the fluency test as a whole.

Figure 3

The difference between the participants' mean scores in the pre and post administration of the fluency test as a whole



Also, table (4) shows that the calculated t value (37.84) of the statistical difference between participants' mean scores in the pre and post-measurement of the fluency test as a whole is more than the value of the t table (2.756). Thus, it can be said that there were statistically significant differences at (0.01) levels between participants' mean scores in the pre-posttest in favor of the post-test in fluency as a whole.

In addition, the results shown in the previous table reflect that the effect size of using LWL activities to enhance EFL fluency as a whole was high (0.91) because of the effectiveness of using LWL. Consequently, the first hypothesis of the study is accepted.

4.2.2 Testing the validity of HO2

The second hypothesis states that there is a statistically significant difference between the mean scores of the study participants on the pre and post-test regarding the development of "mechanics" in favor of the post-test mean scores.

To verify the second hypothesis, the scores of the pre and post-administration in mechanics were analyzed. Table (5) shows the results.

Table 5

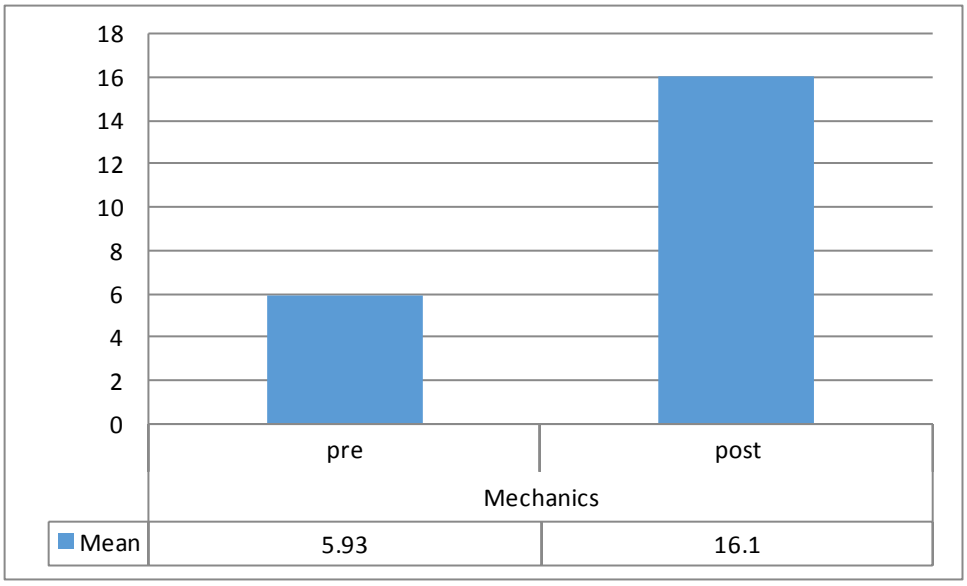
t-test results of the pre-post fluency test regarding mechanics

Component	Mean		Std. Deviation		t- test Value	Sig.	Effect size (η^2)
	Pre	Post	Pre	Post			
Mechanics	5.93	16.1	1.08	1.27	37.43	0.01	0.88

Table (5) shows that the participants' mean scores in the pre-administration of the fluency test in mechanics were (5.93), and the participants' mean scores in the post-administration of the test were (16.1). So, it shows that the participants' mean scores in the post-test administration were higher than their mean scores in the pre-administration. Figure (4) shows the difference between the participants' mean scores in the pre and post administration of the fluency test regarding mechanics.

Figure 4

The difference between the participants' mean scores in the pre and post administration of the fluency test regarding mechanics.



Also, table (5) shows that the calculated t value (37.43) of the statistical difference between participants' mean scores in the pre and post-measurement of the fluency test in mechanics is more than the value of the t table (2.756). Thus, it can be said that there were statistically significant differences at (0.01) levels between participants' mean scores in the pre-posttest in favor of the post-test concerning mechanics

From Table (5), it is clear that the calculated effect size, expressed by the ETA squared, equals 0.88 which is a very large effect size. This indicates that using LWL is highly effective in developing EFL fluency regarding mechanics. Consequently, the second hypothesis of the study is accepted.

4.2.3 Testing the validity of HO3

The third hypothesis states that there is a statistically significant difference between the mean scores of the study participants on the pre-and post-test regarding the development of "word selection" in favor of the post-test mean scores.

To verify the third hypothesis, the scores of the pre and post-administration concerning word selection were analyzed. Table (6) shows the results.

Table 6

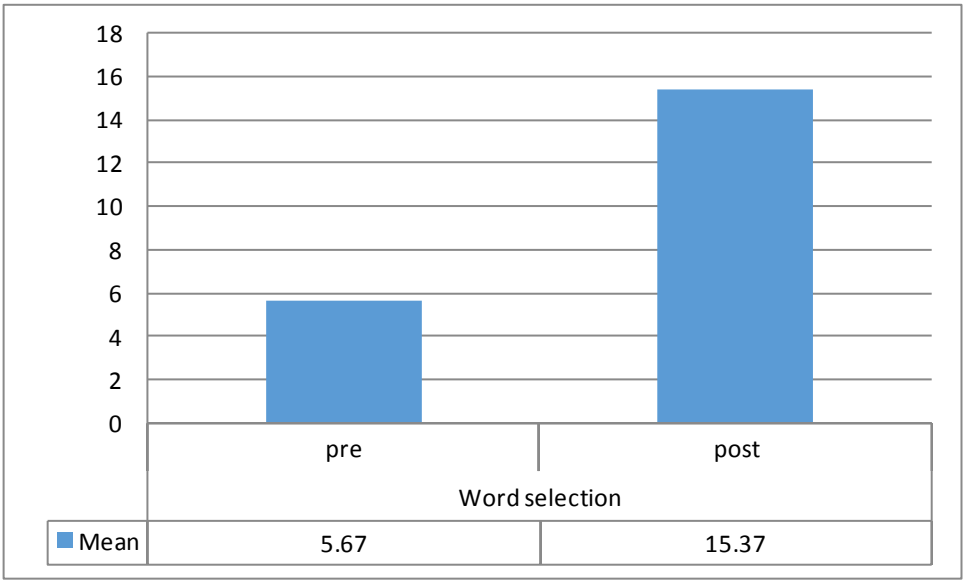
t-test results of the pre-post fluency test regarding word selection

Component	**Mean**		**Std. Deviation**		**t- test Value**	**Sig.**	**Effect size (η^2)**
	Pre	Post	Pre	Post			
Word Selection	5.67	15.37	0.88	1.54	50.34	0.00	0.91

Table (6) shows that the participants' mean scores in the pre-administration of the fluency test in word selection were (5.67), and the participants' mean scores in the post-administration of the test were (15.37). So, it shows that the participants' mean scores in the post-test administration were higher than their mean scores in the pre-administration. Figure (5) shows the difference between the participants' mean scores in the pre and post administration of the fluency test regarding word selection.

Figure 5

The difference between the participants' mean scores in the pre and post administration of the fluency test regarding word selection.



Also, table (6) shows that the calculated t value (50.34) of the statistical difference between participants' mean scores in the pre and post-measurement of the fluency test in word selection is more than the value of the t table (2.756). Thus, it can be said that there were statistically significant differences at (0.01) level between participants' mean scores in the pre-posttest in favor of the post-test concerning word selection.

From Table (6), it is clear that the calculated effect size, expressed by the ETA squared, equals 0.91 which is a very large effect size. This indicates that using LWL is highly effective in developing EFL fluency regarding word selection. Consequently, the third hypothesis of the study is accepted

4.2.4 Testing the validity of HO4

The fourth hypothesis states that there is a statistically significant difference between the mean scores of the study participants on the pre-and post-test regarding the development of "smoothness " in favor of the post-test mean scores.

To verify the fourth hypothesis, the scores of the pre and post-administration concerning smoothness were analyzed. Table (7) shows the results.

Table 7

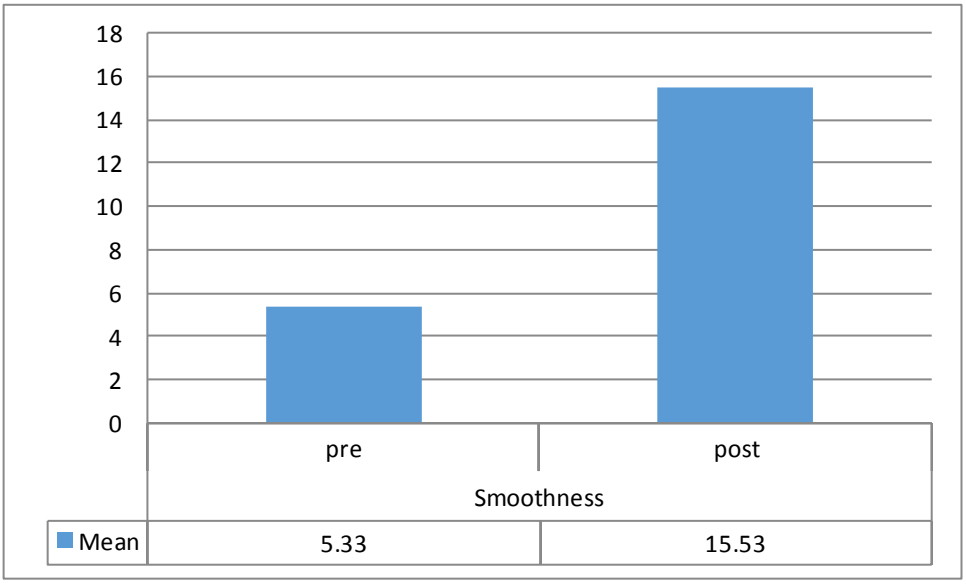
t-test results of the pre-post fluency test regarding smoothness

Component	Mean		Std. Deviation		t- test Value	Sig.	Effect size (η^2)
	Pre	Post	Pre	Post			
Smoothness	5.33	15.53	1.15	1.01	65.96	0.0	0.94

Table (7) shows that the participants' mean scores in the pre-administration of the fluency test in smoothness was (5.33), and the participants' mean scores in the post-administration of the test was (15.53). So, it shows that the participants' mean scores in the post-test administration were higher than their mean scores in the pre-administration. Figure (6) shows the difference between the participants' mean scores in the pre and post administration of the fluency test regarding smoothness.

Figure 6

The difference between the participants' mean scores in the pre and post administration of the fluency test regarding smoothness.



Also, table (7) shows that the calculated t value (65.96) of the statistical difference between participants' mean scores in the pre and post-measurement of the fluency test in smoothness is more than the value of the t table (2.756). Thus, it can be said that there were statistically significant differences at (0.01) level between participants' mean scores in the pre-posttest in favor of the post-test concerning smoothness.

From Table (7), it is clear that the calculated effect size, expressed by the ETA squared, equals 0.94 which is a very large effect size. This indicates that using LWL is highly effective in developing EFL fluency regarding smoothness. Consequently, the fourth hypothesis of the study is accepted.

4.2.5 Testing the validity of HO5

The fifth hypothesis states that there is a statistically significant difference between the mean scores of the study participants on the pre-and post-test regarding the development of "reflection " in favor of the post-test mean scores.

To verify the fifth hypothesis, the scores of the pre and post-administration concerning reflection were analyzed. Table (8) shows the results.

Table 8

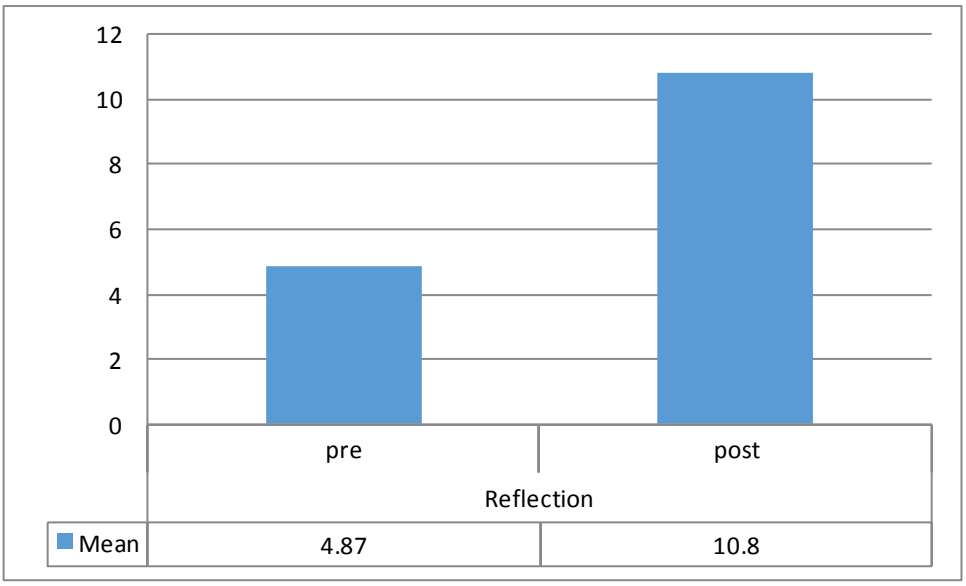
t-test results of the pre-post fluency test regarding reflection

Component	Mean		Std. Deviation		T- test Value	Sig.	Effect size (η^2)
	Pre	Post	Pre	Post			
Reflection	4.87	10.8	0.82	1.9	17.34	0.00	0.73

Table (8) shows that the participants' mean scores in the pre-administration of the fluency test in reflection was (4.87), and the participants' mean scores in the post-administration of the test were (10.8). So, it shows that the participants' mean scores in the post-test administration were higher than their mean scores in the pre-administration. Figure (7) shows the difference between the participants' mean scores in the pre and post administration of the fluency test regarding reflection.

Figure 7

The difference between the participants' mean scores in the pre and post administration of the fluency test regarding reflection.



Also, table (8) shows that the calculated t value (17.34) of the statistical difference between participants' mean scores in the pre and post-measurement of the fluency test in reflection is more than the value of the t table (2.756). Thus, it can be said that there were statistically significant differences at (0.01) level between participants' mean scores in the pre-posttest in favor of the post-test concerning reflection.

From Table (8), it is clear that the calculated effect size, expressed by the ETA squared, equals 0.73 which is a very large effect size. This indicates that using LWL is highly effective in developing EFL fluency regarding reflection. Consequently, the fifth hypothesis of the study is accepted.

4.2.6 Testing the validity of HO6

The sixth hypothesis states that there is a statistically significant difference between the mean scores of the study participants on the pre-and post-test regarding the development of "authenticity" in favor of the post-test mean scores.

To verify the sixth hypothesis, the scores of the pre and post-administration concerning authenticity were analyzed. Table (9) shows the results.

Table 9

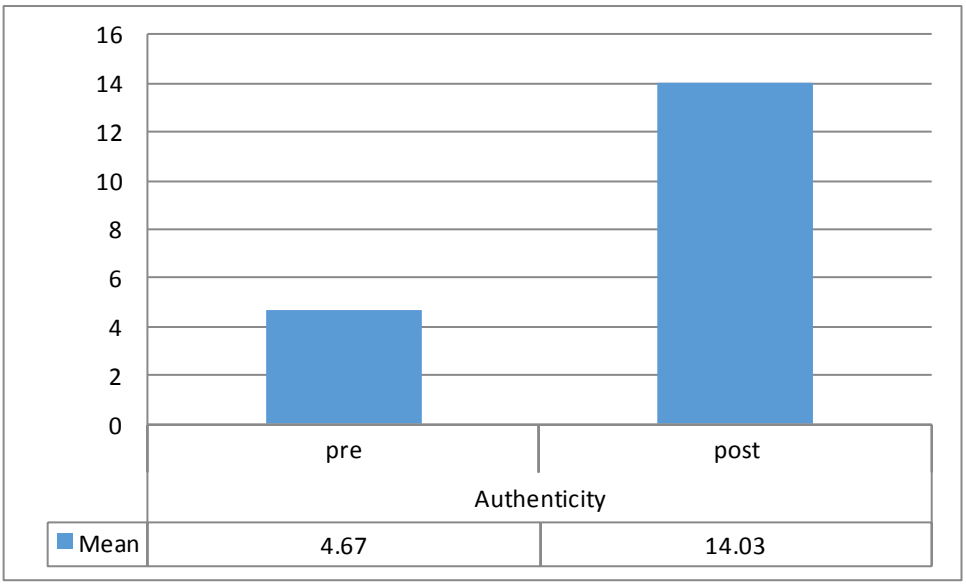
t-test results of the pre-post fluency test regarding authenticity

Component	Mean		Std. Deviation		t- test Value	Sig.	Effect size (η^2)
	Pre	Post	Pre	Post			
Authenticity	4.67	14.03	0.66	1.0	60.33	0.00	0.93

Table (9) shows that the participants' mean scores in the pre-administration of the fluency test in authenticity were (4.67), and the participants' mean scores in the post-administration of the test were (14.03). So, it shows that the participants' mean scores in the post-test administration were higher than their mean scores in the pre-administration. Figure (8) shows the difference between the participants' mean scores in the pre and post administration of the fluency test regarding authenticity.

Figure 8

The difference between the participants' mean scores in the pre and post administration of the fluency test regarding authenticity



Also, table (9) shows that the calculated t value (60.33) of the statistical difference between participants' mean scores in the pre and post-measurement of the fluency test in authenticity is more than the value of the t table (2.756). Thus, it can be said that there were statistically significant differences at (0.01) level between participants' mean scores in the pre-posttest in favor of the post-test concerning authenticity.

From Table (9), it is clear that the calculated effect size, expressed by the ETA squared, equals 0.93 which is a very large effect size. This indicates that using LWL is highly effective in developing EFL fluency regarding authenticity. Consequently, the sixth hypothesis of the study is accepted.

4.3. Discussion of Results

In the previous part, results of the statistical analysis showed that there is a statistically significant difference between the mean scores of the study participants on the pre and post-fluency test in terms of enhancing the overall level of fluency in favor of the scores of the post-test. This was proved through the first hypothesis (table 4). Therefore, the study program proved to be effective in developing EFL fluency for first preparatory-stage students.

Findings of the study revealed that the enhancement of participants` fluency could be due to the following reasons:

- Life-wide learning activities developed English as a Foreign Language (EFL) fluency by providing diverse, practical, and interesting authentic contexts for language use. These activities go beyond traditional classroom settings to include real-life experiences, social interactions, and technological integration.
- Life-wide learning activities immersed participants in authentic, real-life situations where they must use English naturally and spontaneously. These activities enabled the practical use of language in everyday settings. Using English to navigate daily tasks such as shopping, ordering food, or asking for directions reinforced language learning and built confidence. Akcan and Eva (2016) assert that these practical experiences are essential for developing the ability to use English effectively in real-world contexts.
- Life-wide learning activities that require collaboration and social interaction with others. These social skills are essential for language

fluency as they involve a range of communicative functions such as agreeing, disagreeing, requesting, apologizing, and explaining. Practicing these functions in real-life contexts helped the participants to become more fluent in using language in social interactions.

- Many life-wide learning activities require learners to think critically and solve problems using English. This involves understanding and following instructions, dealing with unexpected situations, or engaging in discussions. These cognitive processes are integral to developing language fluency as they require the participants to process information and respond appropriately in English.
- All the program`s topics were selected concerning the participants` social and environmental context which increased their motivation to engage in the activities and tasks using the language to fulfill the required tasks. Engaging in enjoyable and meaningful activities increases learners' motivation to use English. Motivation is a key factor in language fluency, and life-wide learning activities that align with learners' interests encourage them to practice more frequently and with greater enthusiasm.
- Incorporating role-playing, debates, and group discussions in everyday settings can improve fluency by fostering dynamic peer interactions and reducing language anxiety. These activities simulate real-life communication scenarios, promoting practical language use and fluency.
- Working in a fun, non-judgmental, and safe learning environment encouraged the learners to participate, use the language, interact, and express their ideas freely without feeling afraid of being criticized or making mistakes.

- The researcher made sure to make the objectives of each session clear. This helped the participants to work actively to achieve the predetermined goals. It also helped them to have an obvious vision and a clear purpose for their learning.
- The researcher provided the participants with an ongoing assessment and feedback that made them aware of their weaknesses and strengths. They worked hard to develop themselves and their fluency based on the feedback they got.

Similarly, the statistical analysis results indicated that there is a statistically significant difference, in each component, between the participants' mean scores on the pre-and post-fluency test in favor of the scores of the post-test. This was proved through the second, third, fourth, fifth, and sixth hypotheses (tables from 5 to 9). Therefore, it can be concluded that the study program based on life-wide learning activities can be used effectively to enhance EFL fluency components for first preparatory stage students. Results of the fluency components indicated that the calculated t value of reflection was (17.34) which is regarded as the least affected component. This could be because the participants were not trained well before to develop this component or because most English teachers used to provide their learners with vocabulary, asking them to memorize new words and learn grammar rules explicitly away from training them on how to reflect on their learning. So the researcher believes that this component needs more attention and modification of curriculums and using further life-wide learning strategies to train participants on reflecting the newly learned vocabulary in authentic situations.

4.4. Qualitative analysis of data

In this part, the researcher analyses the qualitative data collected from participants concerning fluency components and how they were enhanced after implementing the program.

4.4.1. Participants' responses towards EFL fluency components

The study program was effective in enhancing the participants` fluency through using the life-wide learning activities of the program. The researcher in the current study guided the participants to tackle some components of fluency, i.e., mechanics, word selection, smoothness, reflection, and authenticity that were targeted by life-wide applications. The following analysis discusses the participants' performance concerning each component and how it was enhanced

4.4.1.1 Mechanics

Mechanics very important in writing performance as well as in oral work. Regulating writing techniques, such as capitalization, punctuation, abbreviations, and grammar were enhanced. For oral work, it is related to the articulation, pace, and pronunciation of participants in expressing their thoughts and feelings. In the fluency pre-test, it was clear that the participants did not pay attention to the importance of doing well mechanics written and oral work. Most of them had different mistakes in terms of spelling, capitalization, punctuation marks, abbreviation, and keeping the unity of tenses as well as pronounced most of their words incorrectly.

Following are some examples:

Participant(A)

Pollution was a big proplem in our town last year. people threw trash everywhere, and factories releazs dirty smoke into the air. the rivers looks dirty, and we couldnt swim in them anymore. The air smell bad too. Many birds and animals got sick because of the pollution. But then, our community come together and started cleaning up! We picked up trach, planted trees, and make rules to stop factories from polluting. Now. the air is cleaner, the rivers are clearer, and the birds and animals are happyer. We learned that if we all work together. we can make a big difference and keep our town clean.

The participant made some spelling mistakes and did not pay attention to the necessity of starting the sentence with a capital letter. She also neglected using the apostrophe mark for abbreviation, in addition to some problems with commas, and full stops. Moreover, the participant did not keep the unity of tenses as she started using the present simple tense instead of the past simple tense.

During the program, the teacher clarified the importance of producing correct mechanics written sentences to the participants and that neglecting capitalization and punctuation marks will cause uncompleted work and will lead to losing marks in their group competition. The development in this area happened due to the continuous feedback given during the program, and giving the participants a chance to self and peer correction. As a result, the post-test showed a major development.

This was the participant's performance in the post-test

Pollution was a big problem in our town last year. People threw trash everywhere, and factories released dirty smoke into the air. the rivers looked dirty, and we couldn' t swim in them anymore. The air smelled bad too. Many birds and animals got sick because of the pollution. But then, our community come together and started cleaning up. We picked up trach, planted trees, and made rules to stop factories from polluting. Now. the air is cleaner, the rivers are clearer, and the birds and animals are happier. We learned that if we all work together, we can make a big difference and keep our town clean.

the participant had developed a lot in the post-test; the sentences were almost free from spelling mistakes in addition to paid attention to keeping the unity of tenses. Moreover, she used capital letters and punctuation marks that regulate writing techniques properly.

For the oral work, at the beginning of the program, most of the participants had a problem pronouncing the “th”, the “ch”, and the “p” sounds. They also had some problems pronouncing some words. Following is an example of a participant’s response in the pretest of fluency. Italicized words were mispronounced.

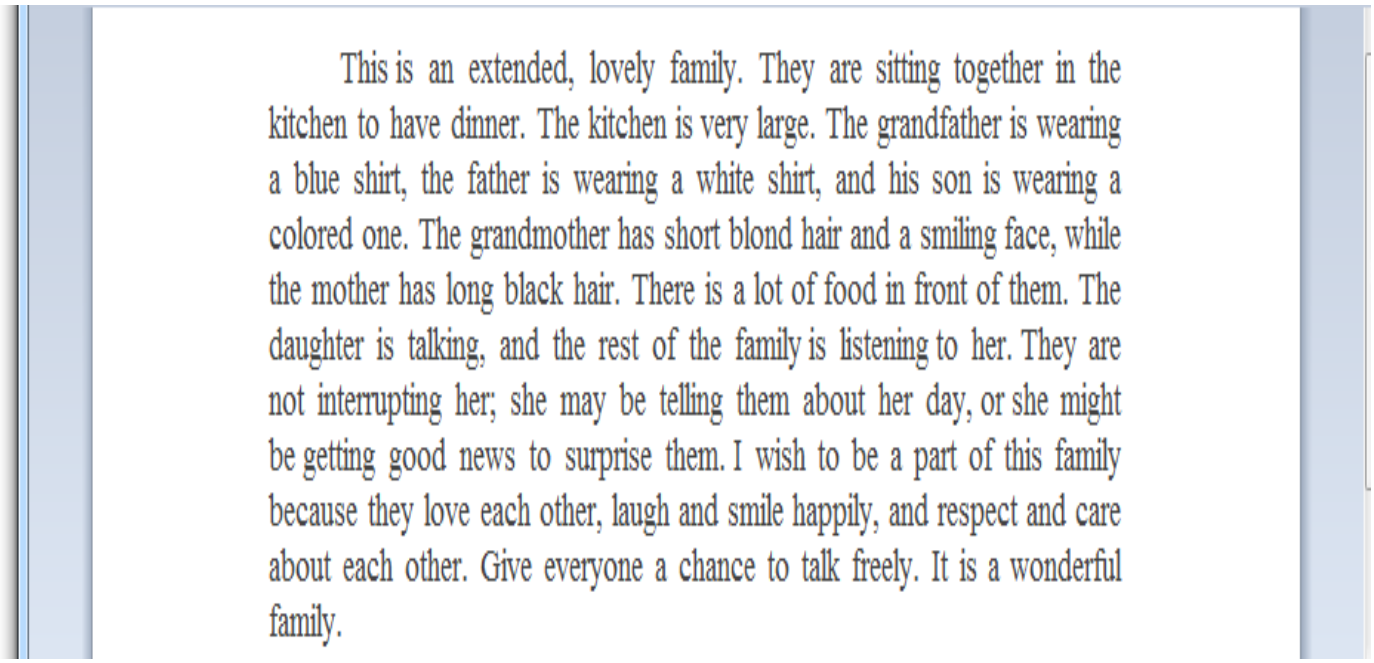
Participant (B)

they are happy.they live with each other.they having fun together.they are family and also friends.they are eating together .

The participant had a problem with consonant clusters. She used to intervene vowel sounds between consonants. This was obvious when she mispronounced the word friends. she pronounced it /frendiz/. She also said "leave‟ instead of "live‟. She mispronounced /ð/ as /z/. By the end of the

program, the participant started to pronounce most of the words correctly. After engaging in a lot of life-wide activities, the learners showed good articulation of different words.

Following was the participant's posttest:



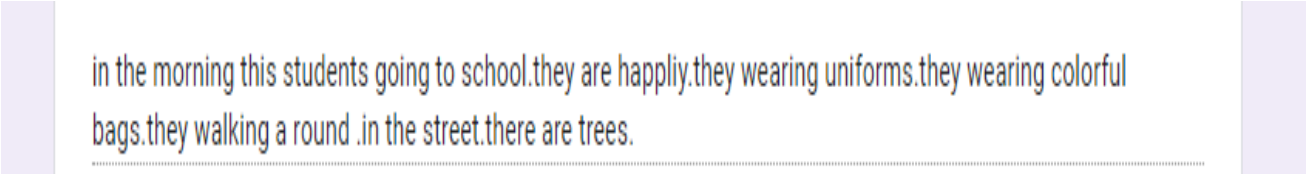
This is an extended, lovely family. They are sitting together in the kitchen to have dinner. The kitchen is very large. The grandfather is wearing a blue shirt, the father is wearing a white shirt, and his son is wearing a colored one. The grandmother has short blond hair and a smiling face, while the mother has long black hair. There is a lot of food in front of them. The daughter is talking, and the rest of the family is listening to her. They are not interrupting her; she may be telling them about her day, or she might be getting good news to surprise them. I wish to be a part of this family because they love each other, laugh and smile happily, and respect and care about each other. Give everyone a chance to talk freely. It is a wonderful family.

4.4.1.2. Word selection

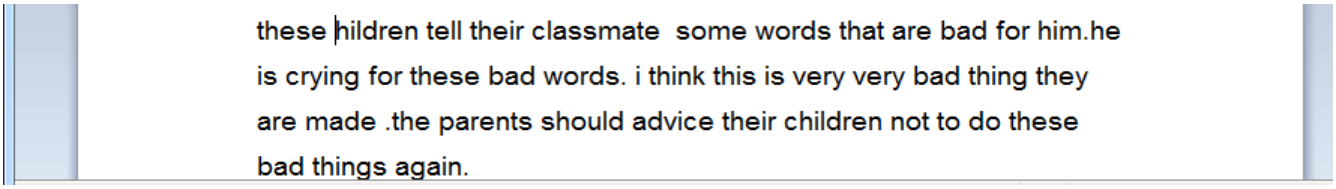
In the context of English as a Foreign Language (EFL) fluency, "word selection" refers to the ability of learners to choose appropriate and precise words that convey their intended meaning effectively and naturally in spoken or written communication. A broad and diverse vocabulary allows learners to express themselves more precisely and accurately. In the fluency pre-test, it was clear that the participants did not pay attention to the importance of selecting different words to convey their intended meaning. Most of them had limited variety in vocabulary choices which led to repetitive language and

struggle to select words that fit the purpose of communication. Following were some examples:

Participant (C)



Participant (D)



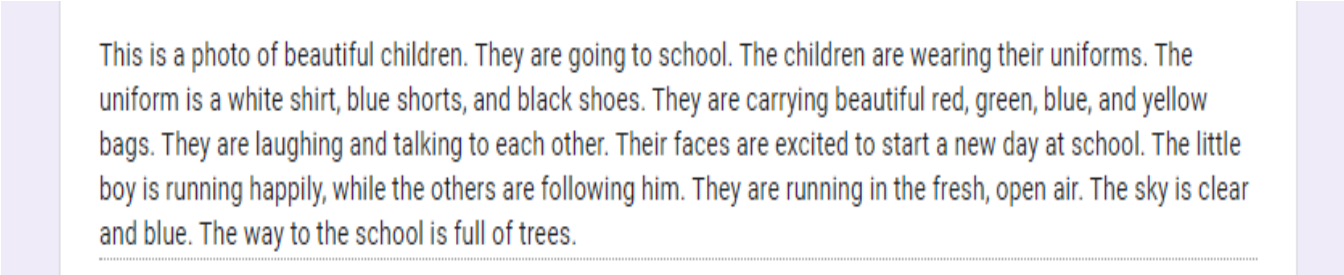
The participants' words showed a limited vocabulary use and some repetitive words. The participant (C)made several word selection mistakes that hindered EFL fluency. For example," The use of "bad students' is one of the participant mistakes while selecting the suitable and appropriate words as 'bad" is a judgment about students' character rather than describing their behavior at the moment. While participant (D) repeats the word bad in most of his words. The participant lacked the variety of appropriate words to express the intended meaning.

To develop word selection as an EFL fluency component through life-wide learning activities, the researcher integrated real-life contexts and experiences into language learning sessions. Participants are encouraged to read diverse texts and watch various media, write journals, engage in role-playing and simulations of everyday scenarios, and engage in collaborative projects, and vocabulary-building games. Regular reflection and feedback sessions also helped participants practice and refine their word choices in

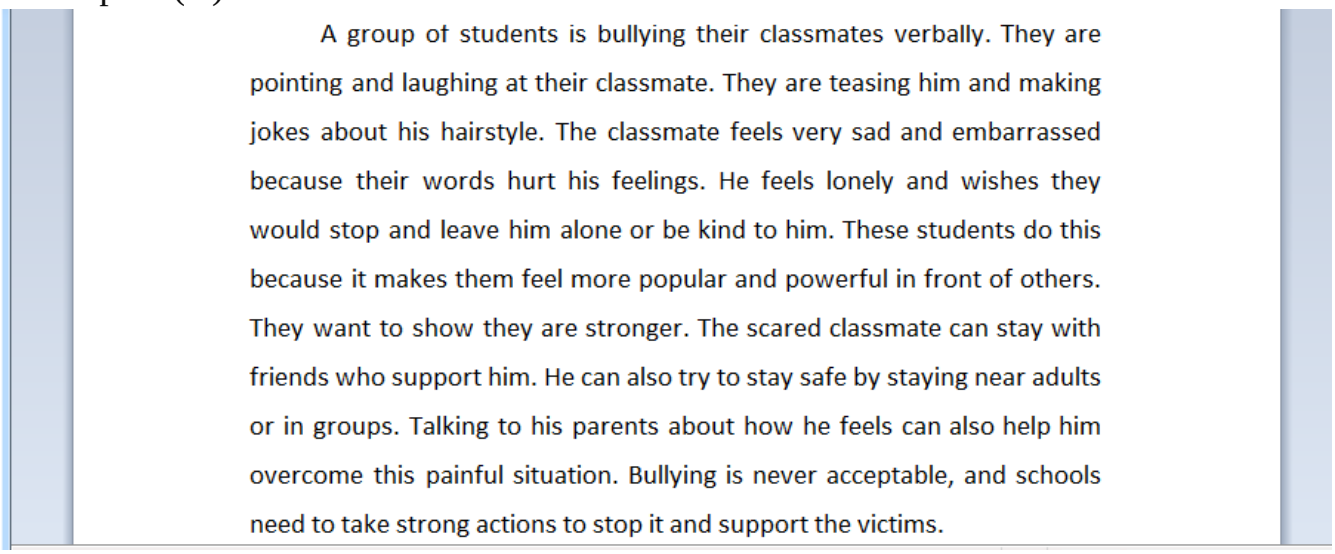
authentic contexts. These activities expose participants to a wide range of vocabulary and contextual usages, helping them to select words accurately and appropriately, thereby enhancing their overall fluency in English. As a result, the post-test showed a major development.

These were the participants' performance in the post-test

Participant (C)


This is a photo of beautiful children. They are going to school. The children are wearing their uniforms. The uniform is a white shirt, blue shorts, and black shoes. They are carrying beautiful red, green, blue, and yellow bags. They are laughing and talking to each other. Their faces are excited to start a new day at school. The little boy is running happily, while the others are following him. They are running in the fresh, open air. The sky is clear and blue. The way to the school is full of trees.

Participant (D)


A group of students is bullying their classmates verbally. They are pointing and laughing at their classmate. They are teasing him and making jokes about his hairstyle. The classmate feels very sad and embarrassed because their words hurt his feelings. He feels lonely and wishes they would stop and leave him alone or be kind to him. These students do this because it makes them feel more popular and powerful in front of others. They want to show they are stronger. The scared classmate can stay with friends who support him. He can also try to stay safe by staying near adults or in groups. Talking to his parents about how he feels can also help him overcome this painful situation. Bullying is never acceptable, and schools need to take strong actions to stop it and support the victims.

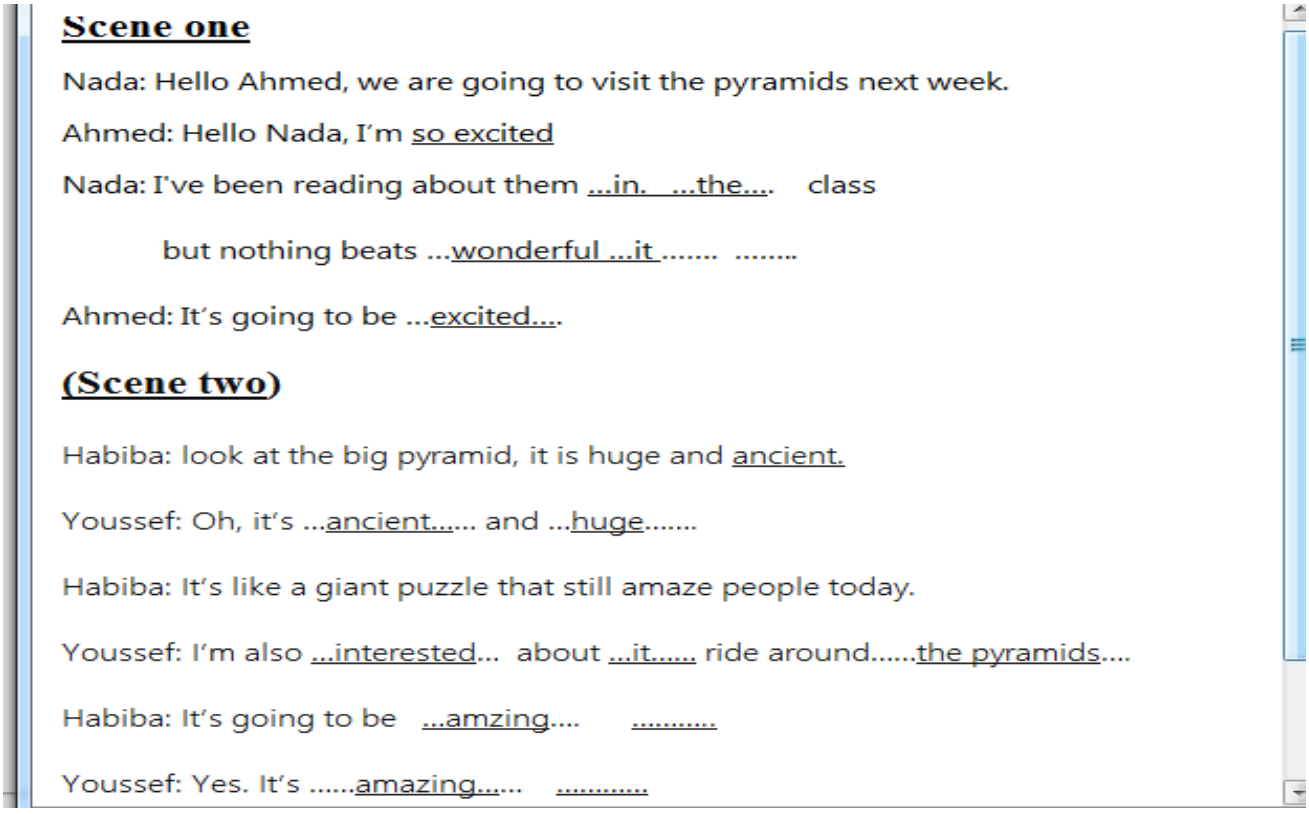
4.4.1.3. Smoothness

It refers to the ability of the participant to speak or write in a continuous, flowing manner without unnecessary pauses or interruptions. The participant can use various coherent sentences smoothly. In the fluency pretest, it was clear that the participants were struggling to generate ideas or organize their thoughts. The participants attempted to write simple sentences.

Some sentences were incomplete or awkward. There was little or no variety in sentences and some of the sentences were unclear as well as ignored using linking words and smooth transitions between events.

Following were some examples:

Participants (E) and (F)



Scene one

Nada: Hello Ahmed, we are going to visit the pyramids next week.

Ahmed: Hello Nada, I'm so excited

Nada: I've been reading about them ...in. ...the.... class

but nothing beats ...wonderful ...it

Ahmed: It's going to be ...excited....

(Scene two)

Habiba: look at the big pyramid, it is huge and ancient.

Youssef: Oh, it's ...ancient.... and ...huge.....

Habiba: It's like a giant puzzle that still amaze people today.

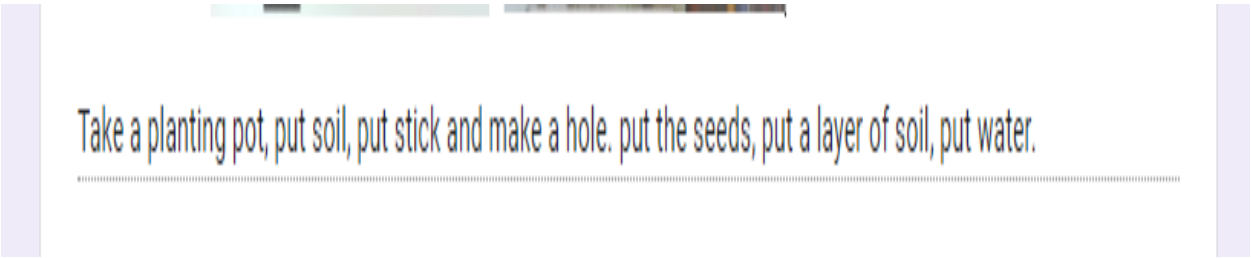
Youssef: I'm also ...interested... about ...it..... ride around.....the pyramids....

Habiba: It's going to be ...amzing....

Youssef: Yes. It's amazing....

It is clear that the participants were unable to connect ideas properly and they tended to use repeated words. There were many unnecessary repetitions. Their speech lacked smoothness and the natural flow of language. They struggled to move smoothly between different ideas.

Participant (G)



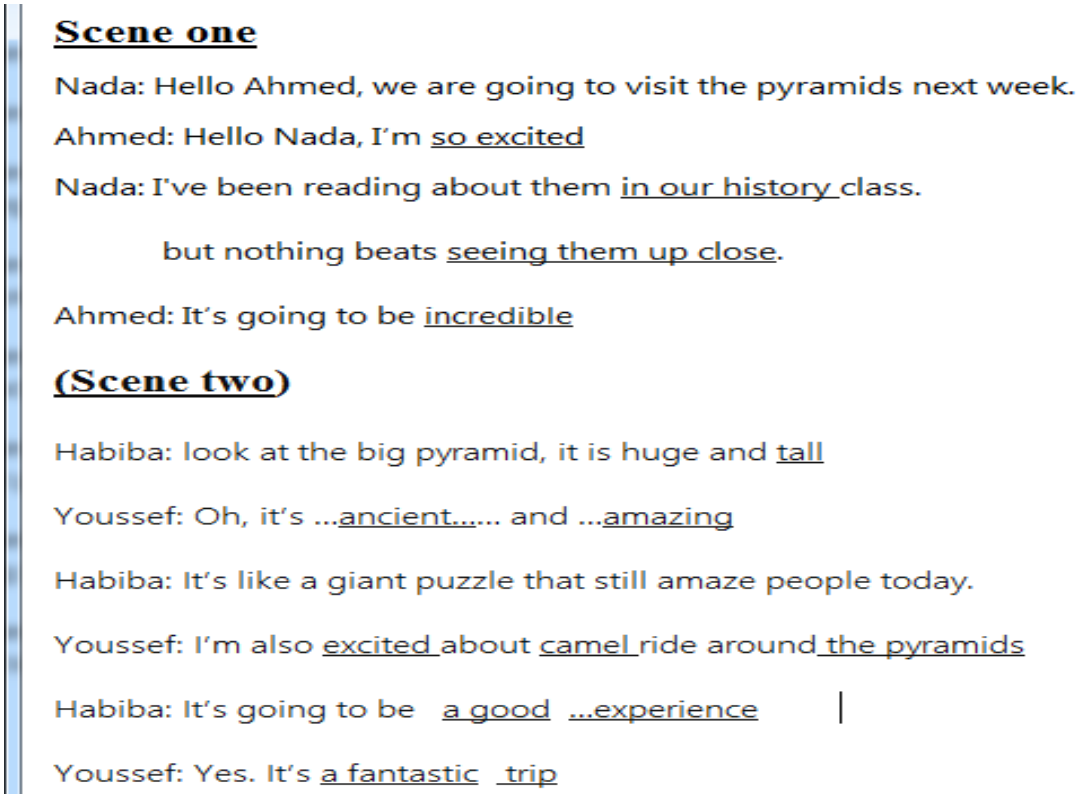
Participant's sentences were short and fragmented. There was no variety at the beginning of sentences as most of the sentences start with 'put". Some steps were not clear or logically ordered. For instance, it's not clear what "put the stick and make a hole" refers to. The paragraph lacked the use of transition words or phrases to smoothly connect the steps. Transition words like "next," "then," or "afterward "can guide the reader through the sequence of actions.

Throughout the program, the participants' ability to generate related ideas with natural rhythm and flow was improved significantly. This was obvious when they were able to construct a flow of ideas, use linking words, move smoothly between ideas, and avoid unnecessary repetitions. They could

also use a variety of words and sentences to produce reasonable responses in their oral and written production.

These were the participants' performances after applying to the program

Participants (E)and (F)



Scene one

Nada: Hello Ahmed, we are going to visit the pyramids next week.

Ahmed: Hello Nada, I'm so excited

Nada: I've been reading about them in our history class.

but nothing beats seeing them up close.

Ahmed: It's going to be incredible

(Scene two)

Habiba: look at the big pyramid, it is huge and tall

Youssef: Oh, it's ...ancient..... and ...amazing

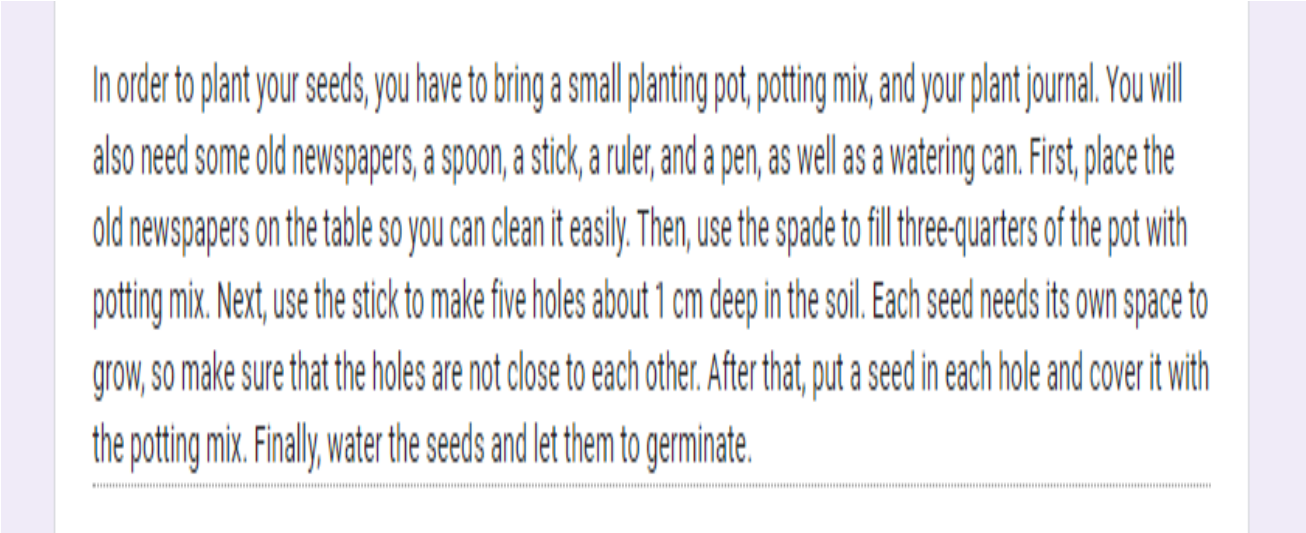
Habiba: It's like a giant puzzle that still amaze people today.

Youssef: I'm also excited about camel ride around the pyramids

Habiba: It's going to be a good ...experience

Youssef: Yes. It's a fantastic trip

Participant (G)


In order to plant your seeds, you have to bring a small planting pot, potting mix, and your plant journal. You will also need some old newspapers, a spoon, a stick, a ruler, and a pen, as well as a watering can. First, place the old newspapers on the table so you can clean it easily. Then, use the spade to fill three-quarters of the pot with potting mix. Next, use the stick to make five holes about 1 cm deep in the soil. Each seed needs its own space to grow, so make sure that the holes are not close to each other. After that, put a seed in each hole and cover it with the potting mix. Finally, water the seeds and let them to germinate.

It was clear that the participants consistently used a variety of sentences that begin with a variety of words. The sentence structure was correct and coherent. Sentence type and length were varied and effective. They tended to use linking words and considered smooth transitions between ideas. Their writing and speaking were natural and flow smoothly.

4.4.1.4. Reflection

Reflection is a mental process, a long consideration or contemplation. It is what is going on between learning and thinking." Reflective speaking and writing are evidence of the learners' deep thinking. It is about questioning positively: what you do and why you do it, and then deciding whether there is a better way of doing it in the future. Throughout the program, the participant's ability to reflect significantly increased. Throughout the activities, it was evident that they were able to express themselves and formulate significant ideas that demonstrated their in-depth understanding.

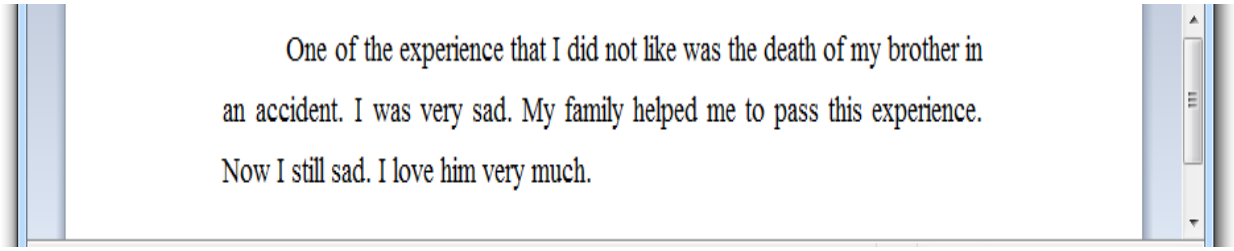
They were able to create meaning, illustrate ideas, and make connections with what they already knew.

Additionally, throughout the program's activities, their ability to provide support and evidence for their decisions was developed. The engagement in authentic real-life situations through life-wide learning activities enabled them to formulate ideas and relate them to their prior knowledge to produce the intended meaning. The following were some samples of the participants before applying to the program.

Participant(H)


i visited it 2 months ago.
I ate Egyptian food.
It was tasty.
I enjoyed the view

Participant (I)


One of the experience that I did not like was the death of my brother in an accident. I was very sad. My family helped me to pass this experience. Now I still sad. I love him very much.

In the pre-test, it was noticed that there were low reflection abilities as a common feature of all participants. Some participants tried to only answer the questions with very short sentences; they didn't understand that they had to answer these questions in the form of an essay or a personal account to express their opinions on the required topic as well as there is a remarkable gap between their prior knowledge, experiences and the newly learned ones.

This demonstrated little or no comprehension of the topic. Reflection was poorly written or spoken and lacked support of the main idea although they were given supporting hints to add more details to their review. Most of them could not construct meaning and their responses lacked a lot of details and elaboration.

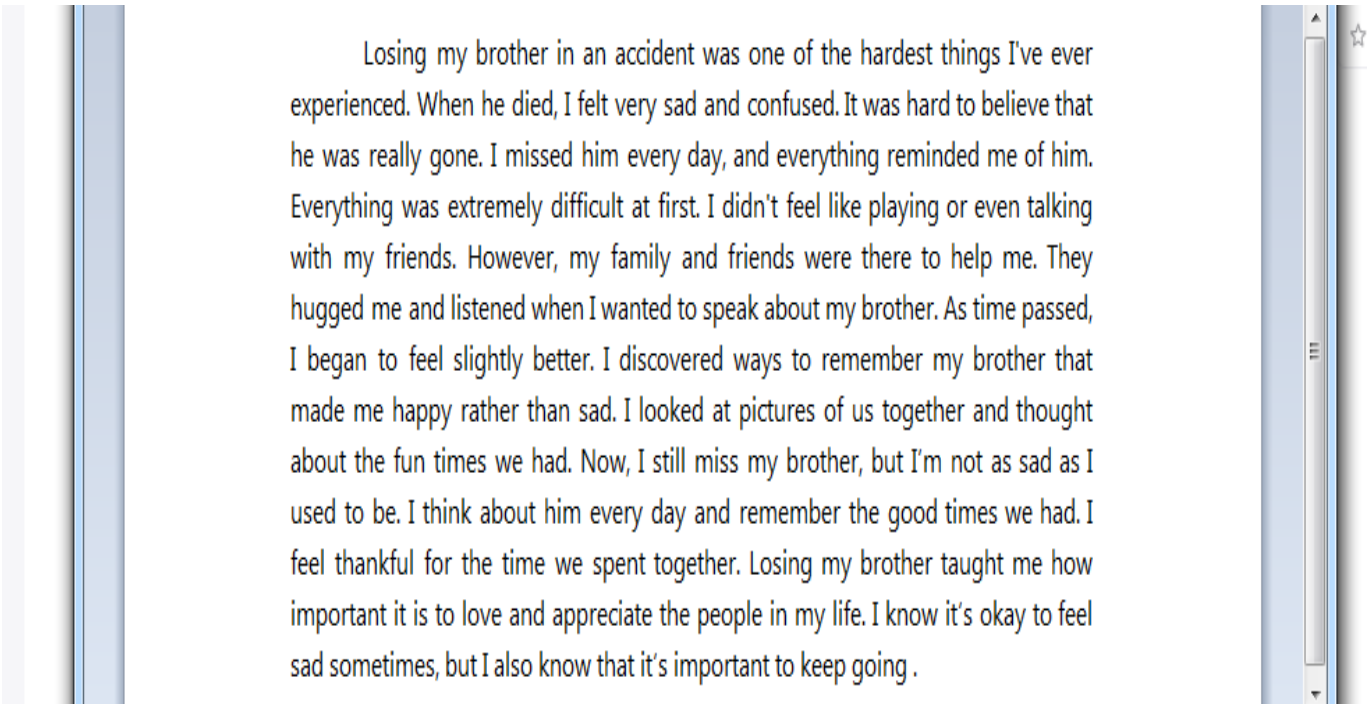
The researcher then started to explain the meaning of reflection to the participant indicating that reflection is an exploration and explanation of events, not just a description of them. In addition to linking them to the participant's prior knowledge, it also means thinking backward about an idea and then trying to analyze this idea by thinking deeply and from different perspectives. reflection is like rewinding your life to a past event and then thinking about how it affected your life, mainly what you could have done differently to change the outcome. The researcher then raised some topics to stimulate the participants to think reflectively about some presented topics during the treatment. After being exposed to the program and dealing with the various life-wide learning activities during the treatment, the participants were able to reflect on ideas precisely, clearly, and thoughtfully demonstrating deep processing of knowledge.

The following were the participants' responses after applying to the program;

Participant (H)

I visited Om Mohammed restaurant last month with my dad, my mom, and my brother Omar. We chose this restaurant for lunch because it looked very nice. The walls were white, and there were big windows. I love looking out of the windows and watching the city. Omar and I both had rice for lunch. I had fish with rice, and he had chicken. My mom had fish with rice, too, and my dad had a salad. It's very healthy. We all liked our food. After lunch, Omar and I had dessert. This was the part we enjoyed the most. There were a lot of different desserts, and they all looked delicious. I chose Kunafa, and Omar had basbousa. They were amazing. I'd like to visit this restaurant again.

Participant (I)


Losing my brother in an accident was one of the hardest things I've ever experienced. When he died, I felt very sad and confused. It was hard to believe that he was really gone. I missed him every day, and everything reminded me of him. Everything was extremely difficult at first. I didn't feel like playing or even talking with my friends. However, my family and friends were there to help me. They hugged me and listened when I wanted to speak about my brother. As time passed, I began to feel slightly better. I discovered ways to remember my brother that made me happy rather than sad. I looked at pictures of us together and thought about the fun times we had. Now, I still miss my brother, but I'm not as sad as I used to be. I think about him every day and remember the good times we had. I feel thankful for the time we spent together. Losing my brother taught me how important it is to love and appreciate the people in my life. I know it's okay to feel sad sometimes, but I also know that it's important to keep going .

In the post-test, it was noticed that the participants tended to provide more details, support, and evidence for their topics which indicated the development they had on their reflection abilities. They demonstrated significant depth of self-reflection on the topic using connections to prior

knowledge. Most of them also could support their reflection in an organized and developmental way.

4.4.1.5. Authenticity

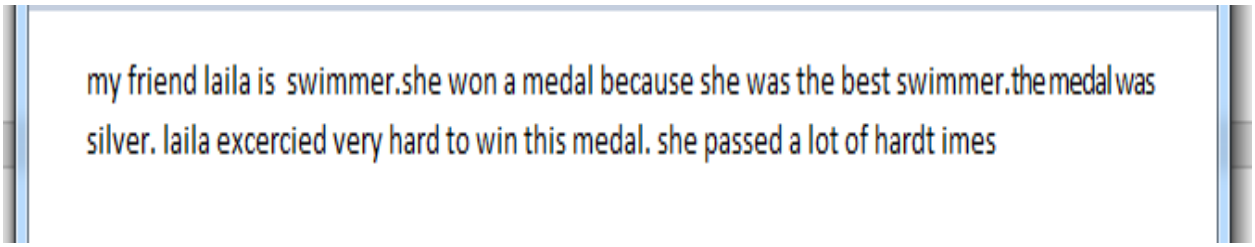
Authenticity refers to the ability of the learner to naturally convey emotions, demonstrate deep understanding of emotional expression, and integrate personal experiences effectively to provide authenticity to discussions. In the fluency pre-test, it was clear that the participants did not pay attention to the importance of incorporating their personal experiences and conveying their emotions naturally. There was an apparent lack of cultural awareness and naturalness of language use. Their responses did not reflect personal engagement, creativity, or understanding of others' emotions or experiences. Following were some examples:

Participant (J)

> When I was on my way to home, I saw a person threw a waste bag in the street, I talked to this person to stop. He said that it is none of my business. I think it's not of my responsibilities to correct that person .so I left him and went away.

The participant's words reflected a passive way of addressing the problem, and lacked of cultural awareness as pollution was a global environmental issue. Also, the participant did not convey his emotions towards the situation. The language used in the paragraph lacked the natural flow of conversation.

Participant (K)


my friend laila is swimmer.she won a medal because she was the best swimmer.the medal was silver. laila excercied very hard to win this medal. she passed a lot of hardt imes

The participant did not achieve authenticity while speaking about her friend. For instance, "exercised very hard" is less commonly used when describing the efforts of an athlete. While the phrase "The medal was gold" is clear, it is more natural in English to combine this information with the reason for winning to achieve a fluid sentence. The phrase "she passed a lot of hard times" is not idiomatic in English. Also, the participant did not convey her emotions and failed to use idiomatic expressions to add authenticity to the story.

The pre-test revealed that the participants were unable to achieve authenticity. The researcher then began to clarify that authenticity means to convey emotions sincerely and naturally, incorporate personal experiences, demonstrate excellent empathy and understanding towards others' emotions, and experiences, demonstrate strong cultural awareness, and convey natural use of language. The researcher began to guide the participant towards authenticity by engaging in different authentic activities. She guided them to reflect on their emotions and employ their personal experiences to add authenticity to their words. The researcher also provided the participants with continuous feedback to know their strengths and weaknesses.

In the post-test, after the application of the program, the enhancement that happened to the participant's ability to be authentic could be noticed. The following were the participants' responses after applying to the program.

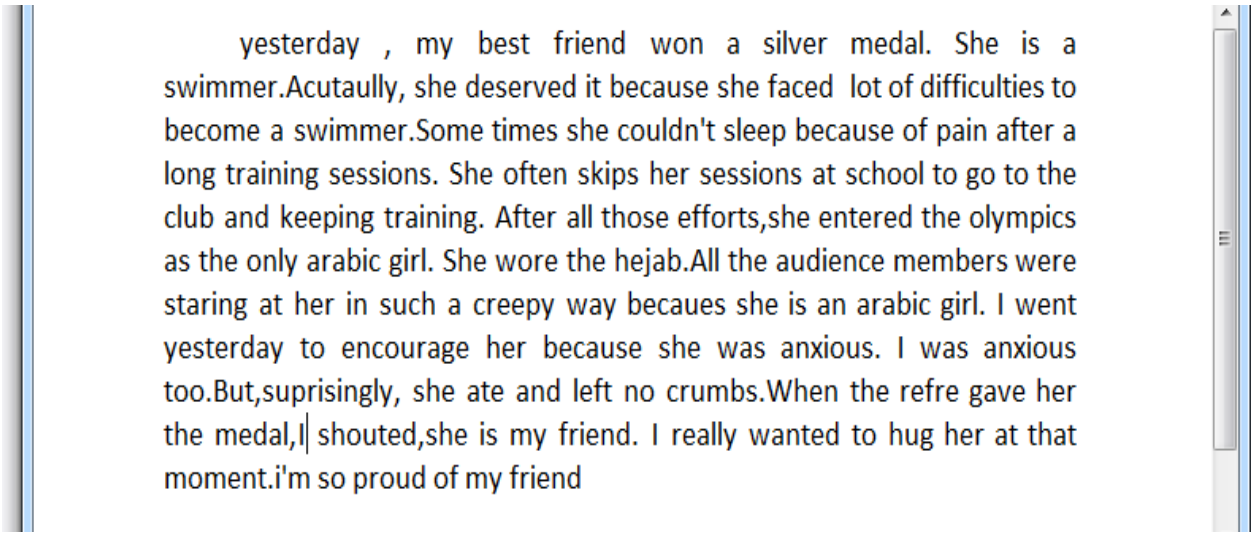
Following were the participants' responses after applying to the program.

Participant (J)

> On a sunny day, while I was walking down the street, I saw a man throwing a bag of waste on the ground. It made me sad to see the trash in the street. I had to decide what to do. So, first, I got close to the man and said, "Hey, you shouldn't throw trash on the street. It's not nice for the environment. You pollute it. The man looked surprised, but he went away without putting the trash in the garbage box. Then, I decided to take the bag and put it in the nearby garbage box. After that, I felt happy because I had done something good for the environment. It is important to keep our streets clean.

When the participant decided to confront the person, he used simple and direct language, which demonstrated an attempt to communicate his thoughts and feelings. The language used was appropriate for the situation. This also reflected an understanding of environmental values and cultural awareness, as caring for the environment was a universal value shared across cultures. Instead of just talked to the person, the participant done proactive steps to address the problem by picking up the garbage and putting it in the garbage box. It reflected authentic engagement with the issue at hand and a willingness to take responsibility for making a positive impact.

Participant (K)


yesterday , my best friend won a silver medal. She is a swimmer.Acutaully, she deserved it because she faced lot of difficulties to become a swimmer.Some times she couldn't sleep because of pain after a long training sessions. She often skips her sessions at school to go to the club and keeping training. After all those efforts,she entered the olympics as the only arabic girl. She wore the hejab.All the audience members were staring at her in such a creepy way becaues she is an arabic girl. I went yesterday to encourage her because she was anxious. I was anxious too.But,suprisingly, she ate and left no crumbs.When the refre gave her the medal,I shouted,she is my friend. I really wanted to hug her at that moment.i'm so proud of my friend

The paragraph reflected an understanding of cultural nuances, such as the participant's friend being an Arabic girl who wears a hejab. This demonstrated an awareness of cultural diversity and the challenges individuals from different backgrounds could face. The use of idiomatic expressions like "she ate and left no crumbs" and informal language ("the refry") contributed to the authenticity of the story. The participant's emotional engagement and personal connection to the story were evident through phrases like "I really wanted to hug her at that moment" and "I am so proud of my friend. Overall, the paragraph demonstrated authenticity in EFL by incorporating cultural sensitivity, real-life experiences, idiomatic expressions, and emotional engagement.

Chapter Five

Summary, Conclusions, and Recommendations

Chapter Five

Summary, Conclusions, and Recommendations

This chapter presents a summary of the current study along with the key findings and conclusions. Moreover, it provides recommendations, and suggestions for further research.

5. 1. Summary

Based on the related studies that dealing with teaching English language fluency to preparatory stage students ,and the pilot study, the researcher found that most Most of Prep. Stage students in the official language schools cannot use the English language fluently in different real-life situations, due to depending on the formal learning and text books inside the classrooms only, a lack of tackling the language as one entity during the sessions, and the teachers' concentration on teaching grammar rules and vocabulary items without paying attention to students' ability to use language in real life situation.

The main aim of the present study was to investigate the effect of applying a program based on life wide learning approach to develop EFL fluency for prep. stage students in the official language schools. In this regard, the study tried to answer the following main question: What is the effect of using life-wide learning approach to develop English language fluency for the official language schools Prep. Stage students'?

The study also tried to answer the following sub-questions:

- What is the current level of English language fluency for prep. Stage in the official language schools?

- what are the English language fluency components required for those students?
- What are the activities of the suggested program based on a life-wide learning approach for developing English language fluency for the targeted students?
- How can life-wide learning approach be effective in developing English language fluency for the targeted students?

In order to answer these questions, the researcher reviewed the literature and previous related studies in order to help her organize fluency components. She also designed and modified a program based on some life wide learning activities to develop EFL fluency for prep. stage students. In addition, a pre/posttest of fluency was conducted at the beginning and at the end of the program to measure the students' progress. Then, the researcher analysed the statistical data and elicited qualitative data of the students' performance to determine the progress of the students. Both quantitative and qualitative results and findings were presented in Chapter Four. The results of the pre/post-test were compared to investigate the effect of the study program. Finally, a qualitative analysis was applied to check the learners' performance and feedback.

To tackle the study problem and achieve the aim of the study, the following instruments were designed by the researcher and used through the present study:

- An online pre-post EFL fluency test.
- A rubric of fluency

The current study was a one group design in which the researcher adopted the pre-experimental design with a pre-posttest along with a mixed research approach integrating both quantitative and qualitative assessment. The study program was administered to a group of EFL prep. stage students who were studying Al Rafia official language school in Egypt (n=30)

5. 2. Findings

The following findings were derived from the current study:

- There was a statistically significant difference between the mean scores of the participants in the pre-post Test of EFL fluency concerning the overall score in favor of the post-test.
- There was a statistically significant difference between the mean scores of the participants in the pre-post Test of EFL fluency in each component separately in favor of the post-test.
- The proposed program was effective in enhancing the students' EFL fluency
- The effect size of the EFL fluency components was significant.
- As a result of the application, the students developed their abilities to use the English language in real-life situations fluently and select words that fit the tone, style, or purpose of communication precisely to explain ideas.
- The students used the language confidently and fluently without hesitation and moved smoothly with clear transitions between ideas.
- The students presented their ideas accurately through discussion, used their experience to reflect full understanding, and integrated learning with personal experience.

5.3. Limitations

Some difficulties were encountered during the experiment.

- At the beginning of the program implementation, the participants were somewhat hesitant to communicate in English. They lacked confidence and they were shy to speak in front of each other's. So, the researcher made an effort to establish rapport between herself and the participants, as well as among the participants themselves. The researcher succeeded in creating a safe, relaxing, and enjoyable learning environment in which participants felt free to express their thoughts openly. Furthermore, they became involved in a variety of activities that forced them to communicate and interact with each other.
- Some participants preferred to communicate in Arabic because they were accustomed to it. However, the researcher made it a point to communicate in English at all times.
- Some participants did not attend the introductory session. The researcher started the second session with a quick revision to outline the main objectives of the program and what they would be doing.
- There were several limitations to online interaction and engagement as compared to face-to-face interaction. To address these issues, the researcher established an interactive and attractive learning environment by encouraging group discussions, using games and active learning, permitting mistakes, providing feedback, and ensuring active engagement among learners.

5.4. Conclusions

The current study aimed to investigate the impact of using life-wide learning activities on enhancing EFL Fluency for first preparatory-stage students'. Based on the study results, it can be concluded that:

- Using life-wide learning activities was remarkably effective in developing EFL fluency as a whole and in each component of fluency. This was clear after administering the post-fluency test. It was also obvious through the participants' gradual development throughout the experimentation.
- Matching learners' needs motivates learners and change the learning process positively. All learners engage in active learning because they believe it is beneficial and relevant to their real life.
- Using a variety of topics strongly related to the participants' life, as well as familiar and interesting activities created authentic environment and proved helpful. It is more interesting and less boring for learners to participate in various activities of their interest.
- The program approved its effectiveness in developing the participants' collaborative work through sharing their previous experiences and background knowledge.
- Through reflection, the learners learned how to use their prior knowledge correctly and how to build new ones based on it reflectively.

5.5. Recommendations

Based on the results and conclusions, the study recommends the following:

- More opportunities and time to practice fluency should be provided to the learners, so that they can put their knowledge into practice, think about it, and apply it to different real-life situations.
- Teachers should pay more attention to fluency as a language product that learners themselves seek to develop.
- Training courses should be train teachers on using non-traditional strategies to develop English language fluency.
- Teaching the English language as one entity in each lesson in an integrative way helps in developing the language as a whole.
- EFL teachers should assess fluency through appropriate authentic assessment methods. This helps identification of the learners' growth qualitatively.
- Teaching the English language implicitly through life-wide learning activities promotes the acquisition of grammar and vocabulary naturally, leading to the development of fluency and communication skills.
- Implementation of collaboration in online and virtual activities the classroom allows students to enjoy excitement in the EFL learning process.

5.6. Suggestions for Further Research

Based on the results of the current study, some research issues are suggested for further research, including the following:

- Exploring the effect of utilizing life-wide learning activities on diverse learning outcomes.
- Replication of the study in different educational stages such as secondary and primary stages.
- Investigating the effect of using life-wide learning activities on EFL special needs learners.
- Developing the learners' fluency using different techniques.
- Using AI application to enhance fluency.

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Appendices

Appendix (A)

Pilot English language fluency test

Appendix A

Pilot study

The Pilot study on fluency

Name: ……

The researcher conducted a pilot study using a language test (orally and in writing Where the same questions were raised orally in an interview with the participants.

1- Introduce yourself and where can you see yourself in the future.

2- You were going to the zoo with your family. describe your day and write your reflection about the trip.

3- Describe the photo using the following questions to help you:



A) Where are these kids?
B) What are these kids doing?
C) Do you like this place and why?

Appendix B
English fluency components list

Appendix B

English Fluency Components list

Fluency component	Description
Mechanics	Using correct spelling, punctuation, capitalization, and grammar rules. Using familiar vocabulary with different synonyms. Focusing on articulation, pace, pitch, and pronunciation in expressing their opinions.
Word selection	Using a wide range of vocabulary effectively. Selecting words contextually appropriate and fitting the tone, style, and purpose of communication. Selecting words precisely to convey intended meaning, enhancing clarity and specificity.
Smoothness	Writing or speaking flows smoothly with clear transitions between ideas. using a variety of sentences and words. There is coherence in the sentences which clarify the important idea.
Reflection	reflecting ideas clearly and thoughtfully. Demonstrating a deep and conscious understanding of the revealed idea. Self-reflection is deep and profound and shows great understanding.

5-Authenticity	conveying emotions sincerely and naturally. Incorporating personal experiences effectively. Demonstrating excellent empathy and understanding towards others' emotions, perspectives, and experiences. Demonstrating strong cultural awareness.	

Appendix C

The Pre-post Fluency test

Appendix C

The Pre-post Fluency Test
Part one

Mechanics *

1-Rewrite the following paragraph after correcting the underlined words. (5 marks)

Pollution was a big broplem in our town last year. people threw trash everywhere, and factories releazed dirty smoke into the air. the rivers look dirty, and we couldn t swim in them anymore. The air smell bad too. Many birds and animals got sic because of the pollution. But then, our community come together and started cleaning up! We picked up trach, planted trees, and make rules to stop factories from polluting. Now. the air is cleaner, the rivers are clearer, and the birds and animals are happyer. We learned that if we all work together; we can make a big difference and keep our town clean.

Your answer

2-Look at the photo and describe it using the underneath questions to help you. (RECORD YOUR ANSWER). (5 marks) *



a-What is the type of this family?
b-Describe the persons in the picture.
c- Describe the relationship between them?
d-What are they doing together?

Your answer

Word selection *

3- look at the photo and describe it using the guiding words . (5 marks)

In the morning-happily-trees-wearing uniforms- colorful bags- walking around-open air.



Your answer

4-Look at the photo and describe it using the underneath questions to help you. (RECORD YOUR ANSWER) * **(5 marks)**



1.What are the kids doing?
2.What is the feeling of their classmate?
3.Why are these kids doing that?

Your answer

Smoothness *

5-Watch this video https://www.youtube.com/watch?v=6x0IZfoz9yo

Look at the picture,rearrange, then describe the photos of the story , considering using linking words and smoothness transition of events. (5 marks)











Your answer

The Pre-post Fluency Test
Part Two

Reflection *

6-Write a review of a restaurant you visited. Include the following information in your writing: (5 marks)

- When did you visit it?
- What did you eat?
- What did you think about your food?
- what did you enjoy most?

Your answer

7-You had an experience that you did not like.(RECORD YOUR ANSWER) (5 marks) *

- Talk about this experience.
- How did you pass it?
- What is your feelings now about this experience?

Your answer

Authenticity *

8-You noticed someone throwing a waste bag in the street. (5 marks)

Write about your reaction in the light of the following:

a) you go away and ignore this person.

b) you talk to this person to stop. What would he say?

c) you give him the bag and help him to put it in the garbage box.

Your answer

9-Tell us a story about your friend who wins a medal.(RECORD YOUR ANSWER) * **(5 marks)**

- What was this medal for?
- Suggest some difficulties s/he faced?
- How do you feel about your friend?

Your answer

Smoothness

10-Engage with your friend to complete the following dialogue.(record your answer **)** **(5 marks)**

Scene one

Nada: Hello Ahmed, we are going to visit the pyramids next week.

Ahmed: Hello Nada, I'm

Nada: I've been reading about them class

but nothing beats

Ahmed: It's going to be

(Scene two)

Habiba: look at the big pyramid, it is huge and

Youssef: Oh, it's and

Habiba: It's like a giant puzzle that still amaze people today.

Youssef: I'm also about ride around.....

Habiba: It's going to be

Youssef: Yes. It's

Appendix (D)
English language fluency Rubric

Appendix (D)

English language fluency Rubric

Fluency component	Fluent	Developing	Emerging
Mechanics	- No grammatical errors in the sentence structures or words order.	- Make some or few grammatical mistakes when speaking.	- A lot of grammatical errors in sentence structure.
	- Punctuation &spelling are correct.	- Familiar words are correctly spelled unfamiliar words have spelling mistakes.	- Punctuation and spelling are missing.
	-make rare pronunciation mistakes.	- makes some pronunciation mistakes.	- makes a lot of pronunciation mistakes.
	- always pronounces clearly and accurately.	- sometimes pronounces clearly and accurately.	-seldom pronounces clearly and accurately
Word selection	Demonstrates a wide range of vocabulary effectively, enhancing depth and nuance in expression.	Utilizes a variety of vocabulary to convey meaning and ideas, though with some repetition.	Limited variety in vocabulary choices, leading to repetitive language.
	-Selects words contextually appropriate and fitting the tone, style, and purpose of communication, enhancing clarity and effectiveness.	-Selects words that are generally contextually appropriate, but occasionally may not perfectly align with the intended communication.	-Struggles to select words that fit the tone, style, or purpose of communication, impacting clarity and effectiveness.
	-Selects words precisely to convey intended meaning, enhancing clarity and specificity	-Generally selects words that convey the intended meaning, but may lack precision at times.	-Generally selects words that convey the intended meaning, but may lack precision at times.
		The learner: • Is somewhat hesitant.	The learner:

Smoothness	The learner: - Is confident. - Uses a natural flow of language. - Repeats no words. - Expresses his/her ideas without using gaps and pauses. - The learner's writing is natural and flows smoothly using a variety of sentences and words. -There is coherence & flow in the sentences which clarify the important idea. Writing flows smoothly with clear transitions between ideas. Does not use filler Words	• Uses appropriate flow of language. • Repeats some words. • Expresses his/her ideas using few pauses and gaps. - Writing smoothly but not functioning well -Sentences are coherent, but not all sentences contain redundancy. Writing generally flows smoothly with logical progression of ideas Using only a few filler words such as; umm, uhh, you know…etc	• Is hesitant. • Lacks the natural flow of language. • Repeats most of the words. • Expresses his/her ideas using a lot of gaps and pauses. -Writing lacks smoothness and coherence -Repeat most of the words and sentences. -Using a lot of filler words such as; umm, uhh, you know…etc.
Reflection	- Ability to reflect his/ her ideas clearly and thoughtfully. - Significant depth of self-reflection on the subject matter which shows great understanding of the topic.	- Demonstrating only a basic understanding of the topic. - Reflection is showing a little progress in depth of the self-reflection on the topic.	- Demonstrating a little or no understanding of the subject matter. - Reflection is not profound or deep no details or support for the main idea.
Authenticity	Consistently conveys emotions sincerely and naturally. Effectively incorporates personal experiences.	Mostly conveys emotions sincerely and naturally, Mostly incorporates personal experiences.	Rarely conveys emotions sincerely and naturally. Rarely incorporates personal experiences.

Demonstrates excellent empathy and understanding towards others' emotions, perspectives, and experiences. - Demonstrates strong cultural awareness - Responses exhibit significant personal engagement and creativity.	Demonstrates good empathy and understanding towards others' emotions, perspectives, and experiences. Display some cultural awareness Responses show glimpses of personal engagement and creativity.	Demonstrates poor empathy and understanding towards others' emotions, perspectives, and experiences. - Shows minimal cultural awareness - Responses lack personal engagement or creativity.

Appendix E

The Study Program

Appendix (E)

A Program Based on life-wide learning Approach to Develop English language Fluency for the Official Language Schools' Prep. Stage Students.

Overview

After reviewing literature, and related studies; the researcher designed the study program based on life wide learning approach to enhance EFL fluency for preparatory one students. The program was designed and modified by the researcher. To implement the study program, the researcher used some applications such as WhatsApp and YouTube.

Aim of the program:

The study program was designed to enhance first preparatory stage students' EFL fluency.

Performance objectives:

At the end of the current program, the participants are expected to:

- Use the English language as a whole in various contexts fluently
- Use English language in real-life situations.
- Write correct sentences.
- use pace and pauses to properly convey oral messages appropriately.
- Use English confidently and fluently without pauses/hesitation.
- Select words precisely and appropriately to explain ideas.
- Select words that fit the tone, style, or purpose of communication.
- Move smoothly with clear transitions between ideas.

- Present their ideas accurately through discussion, using their experience to reflect full understanding.

- Integrate learning with personal experience.
- Demonstrate excellent empathy and understanding towards others' emotions, perspectives, and experiences

Content:

The program contains 15 sessions. The first one was designed for orientation. In addition, there were 14 sessions for the enhancement of the students' EFLL fluency. Different activities and discussion were introduced to encourage EFL learners to use English fluently.

Learning and teaching strategies:

Learning and teaching strategies were related to the participants' authentic environment, such as, problem-solving, flipped learning, field trips, role play, mind mapping, in addition to communicative/ cooperative learning and student-centered activities. This gave the participants a chance to use language authentically and create an interesting and active learning environment allow the participants' positive participation.

Participants were involved in posing questions and role-playing activities as parts of active learning. Role-play was a favorable interactive learning method by students, especially when they had a chance to express their ideas freely and automatically. Flipped learning approach was used to give participants much time to watch and learn about the topic. Before each session, the researcher chose some videos connected with the topic of the

session and shared with the participants to help them get further knowledge about it.

The teacher encouraged participants to work together in pairs or groups as well. The teacher acts as a facilitator that provides an educational context where participants communicated interactively in the learning process as they had the opportunity to practice the language and learn based on their interests, needs and abilities. Meanwhile, the teacher was guiding, scaffolding, and monitoring their learning process.

Assessment

The researcher used three different forms of assessment strategies: diagnostic, formative, and summative assessments. Firstly, the diagnostic assessment was used before each session to explore the prior knowledge of the students about the topic under in discussion.

Secondly, formative assessment was used as a tool to assess the participants' performance during the educational process and provide constructive feedback. Throughout the program, feedback was provided continuously. Furthermore, reflection was an indication of their understanding and producing knowledge.

Finally, the summative assessment was applied after the program to measure the participant's performance level in English language before and after the test.

Session (1)

Orientation session

Overview:

The first session paves the way for the following sessions. In this session, the teacher introduces the main goals and objectives to the students. The program contains some life wide learning activities that will help the students to enhance their fluency. To accomplish the program's aim, some audio, visual and audiovisual learning materials are used along with some other class activities.

Objectives:

At the end of this session, participants are expected to:

- Get introduced to the program outline.
- Identify their expected performance.
- Recognize the fluency components that will be measured throughout the program.
- Be briefed about the life wide learning strategies that will be used throughout the program.
- Acknowledge the importance of the pre-posttest in assessing their performance before and after the program

Procedures:

- Discussing the fluency of the language.
- Highlighting that the teacher role is a facilitator motivating and guiding the participants to develop their EFL fluency.
- Asserting that the participants should work collaboratively to watch, read, and prepare the assigned topics, then discuss the reasons and suggest some solutions for some problems. They were also expected to have active roles, interact, communicate, speak and write fluently.
- Pointing that life wide learning activities often require the integration of multiple language components, such as reading, writing, speaking, thinking and listening. This integration helps participants develop a

holistic understanding of the language and strengthens their overall fluency.

Home assignment

- Let the students watch a video titled “life wide learning &education” in the following link;

https://www.youtube.com/watch?v=DfXatgvc2MU

Session (2)

Introduction

This session deals with the following items:

- Raising awareness of pollution as an environmental issue.
- Talking and writing about a specific environmental problem in their community or school, and suggesting some solutions.
- Activities are conducted interactively orally and in written.

Duration of the session: 120 minutes

Objectives:

At the end of this session, participants are expected to:

- Differentiate between different types of pollution.
- Reflect personal experiences and thoughts, and share them with the entire class.
- Identify the reasons and effects of pollution.
- Suggest some solutions to avoid pollution and protect the environment.
- Use familiar and unfamiliar words correctly without spelling mistakes.
- Use punctuation correctly
- Extend their vocabulary and expressions to talk about pollution and environment (water pollution, air pollution, land pollution, garbage, oil spills, car exhaust, landfill, littering, recycling)

Material and Teaching Aids:

A laptop -zoom meeting app – YouTube videos – images - Podcast

Procedures:

Activity (1)

- Displaying some photos of pollution.
- Asking the participants to guess the topic of the session.
- Asking them to describe each photo in two or three sentences.

- Checking the participants' prior knowledge through asking the following questions
 - What is pollution?
 - What are the types of pollutants?
- Introducing some popular types of pollution for the whole class.

Activity (2):

- Asking the participants to match words to their definitions.
- Showing an example to get them started.
- Allowing 2-3 minutes to complete the matching exercise
- Displaying the right answers for the whole class.

Activity (3)

- Dividing the Participants into small groups.
- Choosing one type of pollution for each group.
- Discussing the following questions in each group
 - How does this type of pollution affect life?
 - How can humans reduce pollution?
- Putting the participants in different break-out rooms.
- Allowing each group to share what they have discussed in written form through chat window with other groups.
- Bringing the participant back from break-out rooms and sharing a few ideas in whole class feedback.

Activity (4)

- Asking participants to take notes while watching the following videos about pollution. https://www.youtube.com/watch?v=U9bCWWtUiHg https://www.youtube.com/watch?v=GMrAqpdaYmA https://environmental-conscience.com/types-causes-effects-solutions-forpollution/
- Dividing the Participants into small groups.
- Putting the participants in different break-out rooms to discuss how to reduce pollution and protect our environment
- Allowing five minutes for each group to share what they have discussed orally with other groups.

- Bringing the participant back from break-out rooms and sharing a few ideas in whole class feedback.

Activity (5)

- Sharing the following quotations with the participants.
 - *We won't have a society if we destroy the environment.* – Margaret Mead
 - *Environment is no one's property to destroy; it's everyone's responsibility to protect.* – Mohith Agadi
 - *We don't have to sacrifice a strong economy for a healthy environment.* – Dennis Weaver
- Asking the participants to search the difficult words and expression using internet, and take notes.
- Asking the participants to work in groups of 3 in the breaking room to find a common topic between all quotations and say what they have understood.
- Asking them to mention any life situations related to them.
- Sharing the ideas with the whole class.

Exit Slip

Participants are asked to follow the 321 technique to reflect on their session. They are asked to write 3 things they have learned about pollution, 2 other things which they have found interesting and write one thing they did not understand or like.

Home assignment

- Participants are required to listen to the podcast and watch these videos about reducing plastic at home and think and take notes to be discussed in the next session with the use of the following questions:

 - why we should reduce plastic waste and use?
 - Suggest ways to reduce plastic use.

https://www.youtube.com/watch?v=aqeulFxqT1Y

https://listenaminute.com/p/plastic.html

https://www.youtube.com/watch?v=aqeulFxqT1Y

(Session 3)

Introduction

This session deals with the following items:

- Raising awareness about the importance of reducing plastic use as an environmental problem.
- Talking and writing about ways to reduce plastic using.
- Activities are conducted interactively orally and in written.

Duration of the session: 90 minutes

Objectives:

At the end of this session, participants are expected to:

- Enhance communication and collaborative skills through engaging in group discussion.
- Suggest some solutions for reducing plastic as an environmental problem.
- Suggest some alternatives to be used instead of plastic.
- Practice the language of food items and packaging while discussing plastic use.
- Review and learn vocabulary related to reducing plastic use, food items and packaging.
- Use different words and sentences to express their thoughts.
- Use familiar and unfamiliar words correctly without spelling mistakes.
- Use punctuation correctly.
- Develop oral and written fluency through group discussion.
- Suggest different solution on how to protect the environment.

Procedures:

Activity (1)

- Sharing some photos of food items with the participants
- Asking the participant to identify the food in the packaging.
- Asking the following question:
 - Are these things usually packaged in plastic?

- are there any alternatives for packaging?

- Pairing them with a partner, then nominating someone to give the answers.
- asking the whole class to brainstorm other products that are usually packaged in plastic.

Activity (2)

- Dividing the participants into small groups (3-5 participants per group).
- Asking participants to work in groups to discuss the ways to reduce plastic use and suggest solution to protect the environment.
- Allowing five minutes for group discussion.
- Asking each group to share the information and ideas they have discussed with the whole class.

Activity (3)

- Asking each group to write a paragraph reflecting what they have learned about reducing plastic use.
- Collecting the papers and rotate it to different group.
- Asking each group to find out two spelling or punctuation mistakes and explain why each identified error is incorrect and how to could be corrected.
- Repeating the process allowing different groups to take turns and providing feedback until each paragraph return back to its group.
- Using a whiteboard to note down the errors and corrections discussed during the session.
- Assigning a reward for the group with less mistakes.

Assessment

Imagine you are a scientist studying pollution in our community. Describe one personal experience or observation you've had with using plastic, and explain why it's important to address this issue.

(Session 4)

Introduction

This session deals with the following items:

- Conducting delicate tone with oral and writing practice fluency.
- Sharing stories in supportive environment.

Duration of the session: 90 minutes

Objectives:

At the end of this session, participants are expected to:

- Set a positive and caring tone.
- Practice fluency orally and in writing through sharing their stores.
- Appreciate one another while building writing fluency.
- Practice listening to each other by sitting together in a circle.

Procedures:

Activity (1)

- practicing writing fluently through this handout with a space for writing after each sentence:
 - One idea I have gotten from you is...
 - I really appreciate you when...
 - I really like your personality because....
 - Some adjectives that describe you are
- Asking participants to write their names at the top of their paper.
- collecting the papers and randomly passing them out.
- Asking participants to write something about that person in just 3 minutes.
- Letting pass the papers to another person.
- Doing several rounds.
- Collecting the papers and passing them back to the owners.

Activity (2)

The aim of this practice is to listen to each other and to share something meaningful to them in front of their peers in a supportive environment.

Procedures:

- Sitting the participants as a family in a circle.
- Choosing a talking piece: "a stuffed animal or a rubber ball."
- Encouraging participants to choose one photo from their phones that is significant to him or has an interesting story behind it.
- Encouraging them to begin by introducing themselves and providing some context about the photo.
- Encouraging classmates to listen and ask questions if they have any.
- Passing the rubber ball to someone else to talk.
- Encouraging classmates to ask questions or sharing their thoughts about the photos presented.
- Providing positive feedback and encouragement to the participant.

Assessment

Write about how can you apply active listening and empathy outside the classroom in real-life situations. Provide examples to support your answer.

(Session 5)

Introduction

This session deals with the following items:

- Exploring and describing a nature reserve.
- Teaching grammar implicitly (must/must not).

Duration of the session: 90 minutes

Objectives:

At the end of this session, participants are expected to:

- Define the meaning of ‘nature reserve’.
- Demonstrate a thoughtful understanding of the reasons of having nature reserves
- Enhance group discussion abilities.
- Enhance word selection skills by collectively creating a mind map about a nature reserve.
- Demonstrates a wide range of vocabulary and expressions related to nature reserves (flora, habitats, weather, and human interactions, conservation, national park).

procedures

Activity (1)

Brainstorming stage

- Displaying some pictures of nature reserves
- Asking the participants to look at the pictures.
- Allowing an open class discussion with the participants to find out how much they know about nature reserves?
- Engaging the whole class in a brainstorming session to generate words or phrases related to different aspects of a nature reserve.
- Writing down the participants'' ideas on the whiteboard, organizing them into categories

Mind mapping stage

- Using the ideas generated during the brainstorming session, guide the participants in creating a collective mind map on the whiteboard or poster paper.
- Encouraging participants to add descriptive words and phrases to each subtopic, creating connections between related concepts as they build the mind map together.
- Asking the participants to work in groups to introduce section of nature reserves.
- Asking participants to talk about what people must or must not do in the nature reserve.
- Encouraging classmates to ask questions and provide feedback on the word choices used in the mind map.

Activity (2)

- Organizing a storytelling circle where participant set as a group in a natural outdoor setting, such as a school garden.
- Asking the participants to close their eyes and imagining themselves exploring a nature reserve.
- Asking participants to write or orally share a story about their imaginary adventure in the nature reserve, using suitable words to convey their experiences.

Assessment:

Imagine you were a ranger guiding visitors through a nature reserve. What information would you share with the visitors about the different sections of the reserve, and what activities would you suggest to ensure they have an enjoyable experience while respecting the environment?

Session (6)

Introduction

This session deals with the following item:

- Raising awareness about bullying as a social issue

Duration of the session: 120 minutes

Objectives:

At the end of this session, participants are expected to:

- Define bullying as a common social issue.
- provide true stories from their life's.
- Select words precisely to convey intended meaning.
- Engage in group discussion.

Material and Teaching Aids: zoom meeting app — images - A laptop — YouTube videos-online games.

Activity (1)

- Displaying a photo of a student who was being bullied by his classmates
- Asking the participants to look at the picture and discuss in pairs what is happening.
- Making an open discussion with the whole class to know how much they know about bullying through asking the following questions;

 Have you ever been bullied? What happened?

 How did you feel then? What did you do?

Activity (2)

- Introducing and reading some words that related to bullying aloud.
- Asking the participants to match words to their definitions.
- Showing an example to get them started.
- Allowing 2-3 minutes to complete the matching exercise
- Displaying the right answers for the whole class.

Activity (3)

- Asking participants to take notes while watching the following videos about bullying.
 - What is bullying?
 - When someone bullies you, what do you do?

 https://www.youtube.com/watch?v=pDG1-BCZvTEhttps://www.youtube.com/watch?v=sY5sXljTqio

- Dividing the Participants into small groups.
- Putting the participants in different break-out rooms to discuss how to stop bullying.
- Allowing five minutes for each group to share what they have discussed in written form through the chat window.
- Bringing the participant back from break-out rooms and sharing a few ideas in whole class feedback.

Activity (4)

- Dividing the participant into 3 teams
- Asking a member of each team to choose a card number and answer the question.

 https://www.baamboozle.com/game/707075

 https://www.baamboozle.com/study/1824458

- giving the team 5 point for correct answer and losing 3 points if wrong.
- Continuing until all questions were answered.
- Declaring the winning team.

Exit Slip

Participants are asked to follow the 321 technique to reflect on their session. They are asked to write 3 things they have learned about bulling,

2 other things which they have found interesting and write one thing they did not understand or like.

Home assignment:

- Participants are required to watch these videos about bullying at home and think and take notes to be discussed in the next session with the use of the following questions:

 - Mention different of types of bullying.
 - Mention the causes and effects of bullying.

https://www.youtube.com/watch?v=pDG1-BCZvTE

https://www.youtube.com/watch?v=sKgbpzCHzLg

https://www.youtube.com/watch?v=sY5sXljTqio

Session (7)

This session deals with the following item:

- Raising awareness about negative impact of bullying.

Duration of the session: 90 minutes

Objectives:

At the end of this session, participants are expected to:

- Engage in group discussion.
- Get introduced to some new vocabulary and expressions related to bullying (physical bullying, emotional bullying, social bullying, kicking, dirty looks, embarrassing, hitting, insults, gossiping, shoving, name-calling, teasing).
- Demonstrate a thoughtful understanding of the reasons and the negative effects of bullying.
- Develop their listening and speaking skills.
- Select words precisely to convey intended meaning.

Procedures:

Activity (1)

- Displaying some photos depicting different types of bullying.
- Asking the student to look at the picture and discuss in pairs what is happening to elicit vocabulary they already know about the different types.
- Making an open discussion with the class to find out how much they know about the topic.
- Introducing and reading some words and expressions related to types of bulling aloud while the participants listen.
- Using pictures to pre-teach some vocabulary when needed.

activity (2)

- Dividing the participants into 3 groups to discuss the types, causes and effects of bullying
- Posing the following questions:
 - What are the types of bulling?

 - What are the causes of bullying?
 - What are the negative impacts of bullying?
- Assigning a question for each group to discuss.
- After 10 minutes, uniting the three groups into one group.
- Having open discussion and sharing the types, reasons and the impacts that they found.

Activity (3)

- Asking participants to work individually for this activity.
- Asking participant to write the following words under the correct heading.
 Kicking, dirty looks, embarrassing, hitting, insults, gossiping, shoving, name-calling, teasing, hurting friendship of others, breaking things.

Physical	Emotional	Social
…… …….. ……..	…… …….. ……	…….. …… ……..

- Asking participant to have a peer feedback.

Assessment:

Write a short paragraph about bullying, causes, negative effect and ways to stop it.

Home assignment

Participants are required to watch these videos about food ordering at home and think and take notes to be discussed in the next session with the use of the following questions:

- Describe the restaurant.
- List the different dishes that the customers ordered.
- Describe the process of ordering food.

https://www.youtube.com/watch?v=0mGRwfJxAjI

https://www.youtube.com/watch?v=M8x-jMITfcQ

https://www.youtube.com/watch?v=2uAXVPHHxv4

https://www.youtube.com/watch?v=sIWm5Fi8Z7Q

session (8)

Introduction

This session deals with the following item:

- food ordering at the restaurant
- Gaining social and communication skills through interacting in real-life situations.

Duration of the session: 90 minutes

Objectives:

At the end of this session, participants are expected to:

- Enhance their vocabulary related to food ordering, and dining out (appetizers/starter, main courses, desserts, ingredients, waiter, side dish, take away)
- Practice asking questions and making requests related to ordering food Develop students' ability to engage in conversations.
- Instill confidence in students when dining out independently or with family and friends.
- Move smoothly with clear transition between ideas

Procedures

Activity (1)

- Discussing with the participants the concept of a restaurant menu.
- Providing participants with blank sheets of paper to design their menus.
- Asking participants to brainstorming different types of food.
- Guiding participants to create a menu with its different division.

- Giving each participant the opportunity to present their menu to the class. They should describe each dish, including its name, description, and price, and explain why they chose to include it on their menu.
- Encouraging classmates to ask questions and providing feedback on the menus presented.

Activity (2) role-playing scenario

- Giving participants a menu of the restaurant.
- Dividing the class into teams of customers, waiters and cooks.
- Assigning one cook for every five customer- waiter teams
 - Waiter starts by saying" may I help you?
 - The customer responds, "Yes, I would like to have …".
 - The waiter turns to the cook and said' give me ….'
 - The cook gives the waiter the correct picture and said, " here you are"
 - If the food had already been ordered, the cook said, "I'm sorry we are out of …."
 - The waiter returns back to the customer and give him the card, or said "I'm sorry. We are out of…. Can I get you something else?'
- The winner is the first customer-waiter team to get a full meal.

Activity (3)

- Asking participants to write a short story about a memorable visit to a restaurant.
- The story should include the following information.

- When you visited.
- What you ate.
- What you thought about your food.
- What you enjoyed most.

- asking the participants to present their stores to the whole class.
- Encouraging classmates to ask questions and provide feedback.

Assessment

Suppose you encounter a misunderstanding with your order, such as receiving the wrong dish or not meeting your expectations. Describe the steps you would take to address the issue and ensure a satisfactory resolution.

Home assignment:

Participants are required to watch these videos about planting a tree at home and think and take notes to be discussed in the next session with the use of the following questions:

- What are the steps of planting a tree?
- What is plant life cycle?
- What is the importance of the trees to the environment?
- What are the uses of tree?

https://www.youtube.com/watch?v=6x0IZfoz9yo

https://www.youtube.com/watch?v=Cd2O4utPw6c

https://www.youtube.com/watch?v=OSW3Q1P--MM

Session (9)

Introduction

This session deals with the following items:

- Saving the environment by planting a tree.
- Analyzing the logical order of events (first, second, then, next, finally).

Duration of the session: 90 minutes

Objectives

At the end of this session, participants are expected to:

- Enhance vocabulary related to planting a seed or tree (planting pot, soil, seeds, stones, water, spade, stick, watering can)
- Deepen understanding of tree planting and care.
- Enhance visual learning through the use of picture cards.
- Engage in critical thinking
- Encourage smooth transitions between questions and responses.
- Enhance communication skills with smooth transitions.
- Foster collaboration through paired roles.
- Practice presentation skills through sharing with the class.
- Provide feedback and promote reflection.

Procedures

Activity (1)

"Sequence of Growth: Presenting Planting Steps"

- Giving the participants a series of picture cards depicting the steps of planting a seed or tree (e.g., preparing the soil, planting the seed, watering, nurturing, growth).
- Asking the participants to work in pairs to arrange the picture cards in the correct sequence, discussing the logical order of events.
- Each group presents their sequence orally to the class, using transition words and phrases (e.g., first, second, then, next, finally) to guide the listener through the process smoothly.

Activity (2)

"Green Conversations: Interviewing a Tree Planting Expert".

- Pairing participants up and assigning a role for each pair: one student is a reporter, and the other is a tree planting expert.
- The reporter conducting an interview with the tree planting expert, asking questions about the process of planting a tree and caring for it over time.
- Distributing the interview set of questions to the reporters. Questions should cover various aspects of tree planting and care, such as selecting the type of tree, planting, and watering.
- Allowing time for the reporter and tree planting expert to engage in the interview
- Asking the participant to focus on using smooth transitions in their dialogue, transitioning smoothly between questions and responses.
- Encouraging participant to listen actively and respond thoughtfully, maintaining coherence and flow in their conversation.
- Circulating among the pairs, offering assistance and guidance as needed.
- Encouraging the participants to ask follow-up questions based on their partner's responses to deepen the conversation.
- Sharing the participants' dialogue with the class through written transcripts.
- Encouraging the participants to reflect on what they learned about tree planting.
- Discussing any challenges faced during the interview process and strategies for improvement.

Activity (3)

"Plant Symposium: Exploring the Green World Together"

Procedure:

- introducing the topic of the symposium and its objectives: to deepen understanding of plant-related topics through collaborative discussion.
- Emphasizing the importance of active participation, respectful listening, and open-mindedness during the discussion.

- Dividing the class into smaller discussion groups.
- Assigning each group one of the four main topics: plant life cycle, importance of trees to the environment, uses of tress, and caring for plants.
- Facilitating the discussion by asking open-ended questions, encouraging active participation.
- Encouraging the participants to share their questions, insights, and observations related to their assigned topic.
- Rotating the discussion groups to allow participants to explore different topics and perspectives throughout the symposium.
- Encouraging the participants to take notes or record key points from each discussion.
- Reconvening the whole class after the final discussion round for a reflection session.
- Inviting representatives from each group to share the key insights, questions, and conclusions from their discussions.
- Facilitating a whole-class discussion to explore connections between the different topics and to address any remaining questions or areas of interest.
- Discussing potential ways in which participants can apply their newfound knowledge and insights to real-world contexts.
- Encouraging participants to brainstorm ideas for promoting plant conservation in their school, community, or personal lives.

Assessment

Write a reflective essay describing the key steps in planting a tree. Include details about each step and explain why each step is important for the tree's growth and survival.

Homework

- Participants are required to watch these videos about family relationships at home and think and take notes to be discussed in the next session with the use of the following questions:

- What are the different types of family?
- What is the role of every member in the family?

- What are the different strategies for conflict resolution?

https://www.youtube.com/watch?v=hpCyiyNqzlE&t=17s

Different Kinds of Families

https://www.youtube.com/watch?v=Zm1NRbNsFmo

Conflict Resolution

session (10)

Introduction

This session deals with the following item:

- Exploring family and healthy relationships

Duration of the session: 90 minutes

Objectives

At the end of this session, participants are expected to:

- Enhance vocabulary related to family and healthy relationship (nuclear family, extended family, blinded family, conflict resolution, active listening, respect, negotiation, and finding common ground).
- Explain that families come in different shapes and sizes, and each family is unique.
- Emphasize the importance of respecting and accepting differences in family structures.
- Enhance participants' authenticity by connecting their learning to their own lived experiences and emotions.
- Help participants to practice effective communication skills.
- Encourage creative thinking and problem-solving.

Warm up

- Ask students to share what "family" means to them.
- Write down their responses on the whiteboard.

- Discuss the importance of family in providing love, support, and a sense of belonging.
- Emphasize that families come in all shapes and sizes.

Procedures

Activity (1)

- Dividing the class into small groups.
- Assigning a different family structure each group to discuss the roles and relationships within each type of family.
- Asking each group to share the structure of the assigned family with the class.
- facilitating a discussion on the similarities and differences between the different family structures.

Activity (2)

- Dividing the class into pairs or small groups.
- providing each group with a role-play scenario card depicting a common family communication challenge from the following:
 - Scenario1: Two siblings, Mona and Ahmed, are arguing over who gets to use the computer first. Mona wants to finish her homework, but Ahmed insists that it's his turn to play games.
 - Scenario2: Ali and his younger sister Nada are assigned to clean their room together. Ali wants to finish quickly so he can go outside to play, but Nada is distracted and not helping. Ali becomes impatient and starts yelling at Nada to hurry up.
 - Scenario3: Salma wants to attend a sleepover at her friend's house, but her parents are worried about her safety and want her to stay home. Salma feels frustrated and argues with her parents, seeing that she's responsible enough to go.
- Asking the participants to focus on using effective communication skills such as active listening, expressing feelings, and using "I" statements.
- Encouraging the participants to engage in the dialogue as if they were in the situation.
- Circulating around the classroom to offer support or guidance as needed.

- Allowing each group five minutes to role play the assigned scenarios.
- Inviting each group to share their role-play experience with the class.
- facilitating reflection on the communication strategies used during the role-play through these questions:
 - How did you demonstrate active listening during your role-play?
 - Did you make eye contact, nod, and provide verbal or non-verbal cues to show that you were paying attention to your partner?
 - How did active listening help you understand your partner's perspective and feelings?
- Providing feedback and encourage students to offer constructive feedback to their peers.

Activity (3)

Conflict Resolution Strategies

- Introducing common conflict resolution strategies such as negotiation, and finding common ground.
- Providing each participant with a conflict resolution strategy card containing a different strategy.
- Asking the participants to brainstorm and discuss how they would use their assigned strategy to resolve a conflict within a family.
- Asking the participants to share their ideas with the class, and facilitating a discussion on the different strategies and their effectiveness.
- Asking the participants to reflect on what they've learned using these questions:
 - What is one new thing you learned during our discussions and activities?
 - How can you use what you learned to help you with your friends or family?
 - Do you think what we talked about can help you get along better with others? How?
- Expressing appreciation for participants' participation and engagement in the activities.

Assessment:

Write about what you have learned about family and healthy relationships. How can you apply this knowledge to improve your family relationships?

Home assignment:

Participants are required to install photo story 3 app in their laptops and

watch this videos about photo story 3

https://www.youtube.com/watch?v=WdvmlBM-N3g

Session (11)

Introduction

This session deals with the following item:

- Exploring family and healthy relationships
- Analyzing the logical order of events (first, second, then, next, finally).

Duration of the session: 120 minutes

Objectives

At the end of this session, participants are expected to:

- Enhance authenticity by connecting their learning to their own lived experiences and emotions.
- improve their ability to organize events in a logical sequence.
- use transitional words and phrases such as "first," "second," "then," "next," and "finally" to clearly and coherently form their stories
- Enhance writing and speaking skills through using photo story 3.
- Provide feedback and promote reflection.

Material and Teaching Aids:

Zoom meeting app - A laptop with photo story 3 installed– YouTube videos-online games.

Procedures

Activity (1)

Icebreaker Activity

Having each participant share a quick story (1-2 minutes) about a recent photo they took or an interesting photo they have seen**.**

Activity (2)

- Providing a quick tutorial on how to use Photo Story 3.
- Explaining features such as importing photos, adding text, recording narration, and incorporating background music.
- Having participants brainstorm ideas for their digital story.
- Encouraging them to think of a personal experience or a fictional story
- Asking the participant to create a simple storyboard outlining the sequence of photos and the narration for each photo.
- Asking the participant to select photos that match their storyboard.
- Guiding the participants through importing photos, arranging them, adding text, and recording narration.
- Guiding the participants to organize events in a logical sequence and use transitional words and phrases.
- Asking the participants to choose or create background music to enhance their story.
- Allowing 15 minutes for creating their stories and sharing with the class.
- Providing constructive feedback focused using linking words and moving smoothly between events, and pronunciation.
- Encouraging peer feedback as well.

Activity (3)

- Dividing the participant into 3 teams
- Asking a member of each team to choose a card number and answer the question.
 https://www.baamboozle.com/game/525268

https://www.baamboozle.com/classicjr/525268
https://www.baamboozle.com/game/525307

- Giving the team 5 point for correct answer and losing 3 points if wrong.
- Continuing until all questions were answered.
- Declaring the winning team.

Activity (4)

-Asking the participant to work in pairs for this activity

https://wordwall.net/resource/6609849/english/lets-talk-about-family

-Asking one of them to spin the spinner and read the question for his classmate

-Considering the sequence of events while answering the questions.

Exit slip

Participants are asked to follow the 321 technique to reflect on their session. They are asked to write 3 things they have learned about family relationships, 2 other things which they have found interesting and write one thing they did not understand or like.

Session (12)

Introduction

This session deals with the following items:

- Exploring Water and Mountain Sports.
- Providing an immersive experience of diving through VR simulations.

Duration of the session: 90 minutes

Objectives

At the end of this session, participants are expected to:

- Enhance vocabulary related to water and mountain sports (diving, kayaking, mountain biking, windsurfing, trekking, sailing, rock climbing).
- Encourage brainstorming and exploration of different types of water and mountain sports.
- Facilitate collaborative creation of mind maps to organize and visually represent information.
- Foster creativity through the addition of visual elements to the mind maps.
- Promote communication and teamwork.
- Provide participants with an opportunity for self-reflection on their interests, experiences, and feelings.
- Express themselves freely and thoughtfully through writing.
- Foster empathy and active listening.

Procedures

Activity (1)

Brainstorming

- Introducing the topic of water and mountain sports to the participants.
- Brainstorming different water and mountain sports they are familiar with.
- Writing down their responses on the board.

Mind Map Creation

- Dividing the participants into small groups.
- Providing each group with a blank sheet of paper.

- ask participants to create a mind map centered around the theme of water and mountain sports using the brainstormed list as a starting point and add branches to their mind map for each sport.
- For each sport, students should include sub-branches to explore aspects such as equipment needed, locations where the sport is practiced, safety considerations, and personal experiences or preferences.
- Encouraging the participants to add visual elements to their mind maps, such as drawings, and symbols.
- Providing markers or colored pencils to use in creating visual representations.
- reconvening the whole class.
- Inviting each group to share their mind map with the class, explaining their choices.
- Encouraging classmates to ask questions and provide feedback on the mind maps presented.
- Facilitating whole class discussion where the participants reflect on the similarities and differences among the water and mountain sports.

Activity (2)

Reflection Journal

- Asking the participants to take out their journals and spending time writing their reflections in response to the following prompt:
 - What sports did you find most interesting or exciting? Why?
 - Have you ever participated in any of these sports before?
 - How did you feel about the experience?
- Encouraging the participants to write freely and express their thoughts, feelings, and insights of the sports they explored.
- Inviting the participants to share their thoughts with the whole class.
- Encouraging classmates to listen actively, ask questions, and provide supportive feedback to their peers.

Activity (3)

Virtual Reality diving Experience:

- Giving a brief introduction to virtual reality technology.
- Providing safety instructions for using VR equipment.
- Demonstrating how to wear the VR headset properly and adjust the settings for optimal comfort and visual clarity.
- Start VR diving experience https://www.youtube.com/watch?v=1zXezn4iN14
- Encouraging the participants to immerse themselves fully in the experience.
- Monitoring students during the VR session to provide assistance if needed and ensure everyone is engaged and following safety protocols.
- Gathering the participants for a reflection and discussion session.
- Asking open-ended questions to prompt students to share their thoughts and feelings about the virtual sports experiences. For example:
 - What aspects of the virtual simulations felt realistic to you?
 - How do you think the virtual experiences compare to real-life diving sports?
 - Did the VR experience change your perceptions or attitudes towards this sport?
- Encouraging students to discuss similarities and differences between the virtual and real-world sports experiences, focusing on factors such as sensory immersion, physical exertion, and emotional responses.

Assessment:

In your notebook, write about one thing you learned while exploring water and mountain sports. Why was it significant to you?

Home assignment:

Participants are required to watch these videos about weather report at home and think and take notes to be discussed in the next session with the use of the following questions:

What is Current Weather Conditions?

What is the Forecast for the upcoming week?

Are there any special weather warnings?

https://www.youtube.com/watch?v=gzPA-YKJmVk

weather report

https://www.youtube.com/watch?v=B3oFkwCmNu0

describing the weather

Session (13)

Introduction

This session deals with the following item:

- Creating a weather report script for weather broadcast.

Duration of the session: 90 minutes

Objectives

At the end of this session, participants are expected to:

- Enhance vocabulary related to weather broadcast (sunny, cloudy, windy, temperature, wind speed, wind direction, thunderstorm, snowfall).
- Engage in hands-on learning.
- Foster teamwork and collaboration within each group.
- Utilize visuals to enhance the presentation.
- Promote problem-solving skills.
- Practice delivering information clearly and confidently
- Reflect on their experiences.
- Evaluate their teamwork.

Duration of the session: 90 minutes

Procedures

Activity (1)

A weather report

- Dividing the class into groups of five students.
- Emphasizing the importance of teamwork and collaboration within each group.
- Asking each group to create a weather report script for weather broadcast.
- Providing each group with the following guide lines for creating their weather report scripts as follow:

 Current Weather Conditions

- Hello everyone, and welcome to [School Name] Weather Report!
- I'm …… [Student Name], and I'll be your meteorologist for today.
- Let's start with the current weather conditions in our area.
- Right now, it's ……. (describe temperature) with……. (mention any precipitation).
- The temperature is around…… [mention the temperature).
- The wind is blowing at …… [mention wind speed and direction].
- Overall, it's ……. (describe the overall feel of the weather)

Forecast the Upcoming Week

- Now, let's take a look at the weather forecast for the upcoming week.
- On…. [mention day], we can expect ……. [describe weather conditions, temperature range].
- Moving on to……. [mention next day], it looks like…. [describe weather conditions, temperature range].
- Continue for each day of the upcoming week, providing forecast details

Special Weather Warnings

- Before we wrap up, I want to mention any special weather warnings for our area.
- (mention any weather alerts such as thunderstorm warnings, or snowfall warnings.
- Remember to stay safe and prepared if you're going outdoors during these conditions.
- That's all for today's weather report.
- Remember to stay tuned for any updates and have a great day!
- This is ……. (Student Name) signing off for the …… (School Name) Weather Report.

-
- Allowing each group to perform their weather broadcast for the class, using visuals to enhance their presentation.

- Encouraging classmates to listen actively and providing supportive feedback to the group.

Activity (2)

Reflective discussion

- Thanking each group for their weather broadcasts and acknowledging their efforts in preparing and delivering their reports.
- Explaining that the reflection discussion is an opportunity for the participants to share their experiences, and learn from the process.
- Encouraging each group to reflect on their experience of preparing and performing their weather broadcasts.
- Asking the participants to consider the following questions in their reflection:
 - What was it like working as a team to create the weather report script and prepare for the broadcast?
 - How did you feel while delivering your weather report in front of the class?
 - What aspects of the weather broadcast were most challenging for your group?
 - How did you overcome any difficulties that arose during the preparation or performance?
 - What moments of your weather broadcast do you feel particularly proud of?
- Summarizing the key insights and learning shared by the participants.
- Thanking each group again for their participation and contributions to the activity.
- Reinforcing the importance of reflection as a tool for learning and growth, and encouraging the participants to apply the lessons they learned from the weather reporting broadcast activity to future endeavors.

Assessment

- Describe how the weather changes throughout the seasons in your city. What types of weather are typical in each season?

- Do you think it is useful for people to stay informed about the weather forecast? If so, describe how knowing the weather can help someone stay safe.

session (14)

Introduction

This session deals with the following item:

- Exploring the Pyramids of Egypt with VR Field Trips.

Duration of the session: 90 minutes

Objectives

At the end of this session, participants are expected to:

- Enrich their vocabulary with words and phrases concerning the pyramids (architecture, plateau, Pharos, limestone, monumental, and burial chambers).
- Engage an immersive and authentic learning experience
- Utilize virtual reality (VR) field trips to explore the pyramids of Egypt.
- Talk about their previous knowledge about the pyramids.
- Use the four abilities of the language in an integrative way.

Materials Needed

- VR headsets
- mobile device with internet access
- VR content featuring the pyramids of Egypt
- https://youtu.be/UU4hcQNqGeo?si=GYW_i885_wDL016W
- Worksheets for note-taking and reflection

Procedures

Activating the participants' prior knowledge about the pyramids using the following questions

- What comes to mind when you think about ancient Egypt?
- Can you name any famous landmarks or structures from ancient Egypt?
- What do you know about the pyramids?
- How do you think the pyramids were constructed?
- What challenges do you think the builders faced in creating such massive structures?

Pyramids VR Field Trip:

- Introducing the pyramids VR field to the participants.
- Explaining that they will be using virtual reality technology to explore the pyramids up close.
- Reviewing safety guidelines for using VR equipment, such as:
 - Wear the VR headset properly and securely.
 - Avoid standing up or moving around while wearing the headset to prevent accidents.
- Providing a brief tutorial on how to use the VR equipment.
- Encouraging the participants to take their time exploring pyramids in the virtual environment.
- Reminding the participants to pay attention to details such as the shape of the pyramids, the inscriptions on the walls, and the surrounding landscape.

Activity (2)

Pyramids VR reflection

- Encouraging the participants to take a few minutes to fill out the worksheet.
- Reminding the participants that there are no right or wrong answers.
- Insuring that they should feel free to express their thoughts and feelings honestly.
-

Pyramids VR Experience Worksheet

Name _____

Observations:

- Describe the architecture of the pyramids.
- What materials were used in their construction?
- What hieroglyphs did you notice on the walls of the pyramids? describe some of the symbols you observed.

Reflections

- How did you feel while exploring the virtual pyramids?
- Did anything surprise you or spark your curiosity?
- What do you think life was like for the ancient Egyptians who built and lived near the pyramids?

Questions

- What questions do you have about the pyramids after exploring them in virtual reality?
- Did the VR experience raise any new questions for you about ancient Egypt?
- Is there anything else you would like to learn about or explore further regarding the pyramids?

-Encouraging the participants to fill out the worksheet independently.

-Circulating around the classroom to provide assistance, answer questions, and monitor student progress.

-Dividing the class into small groups to discuss their observations, reflections, and questions.

-Encouraging the participants to share their insights with their peers and engaging in meaningful conversations about their experiences.

Activity (3) Whole-Class Sharing

- Collecting the class back together for a whole-class sharing session.
- Inviting the participants to share interesting observations, surprising discoveries, and thought-provoking questions from their worksheets.
- Addressing any unanswered questions that the participants have identified on their worksheets.
- Encouraging the participants to reflect on the overall VR experience and its impact on their understanding of the pyramids.

- Asking the participants to consider how their perceptions may have changed or deepened as a result of the VR field trip.

Assessment

Write a review of your virtual field trip experience to the Pyramids of Egypt. What did you enjoy most about the virtual field trip, and what things discovered on the trip that added to your knowledge?

Appendix F

Participants' photos during the program sessions

Appendix F

Participants' photos during the program sessions





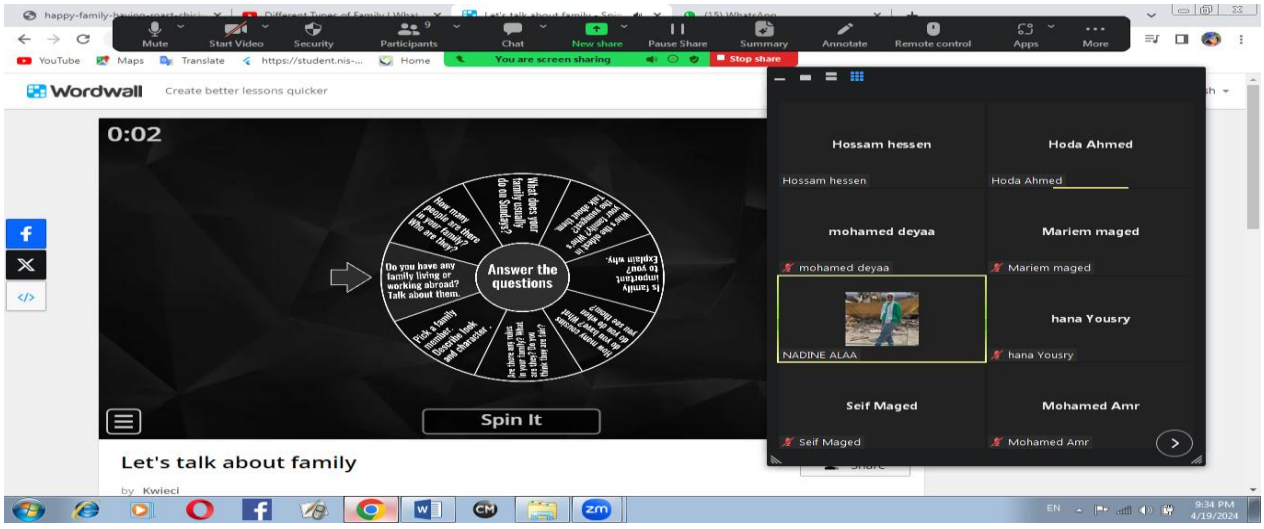


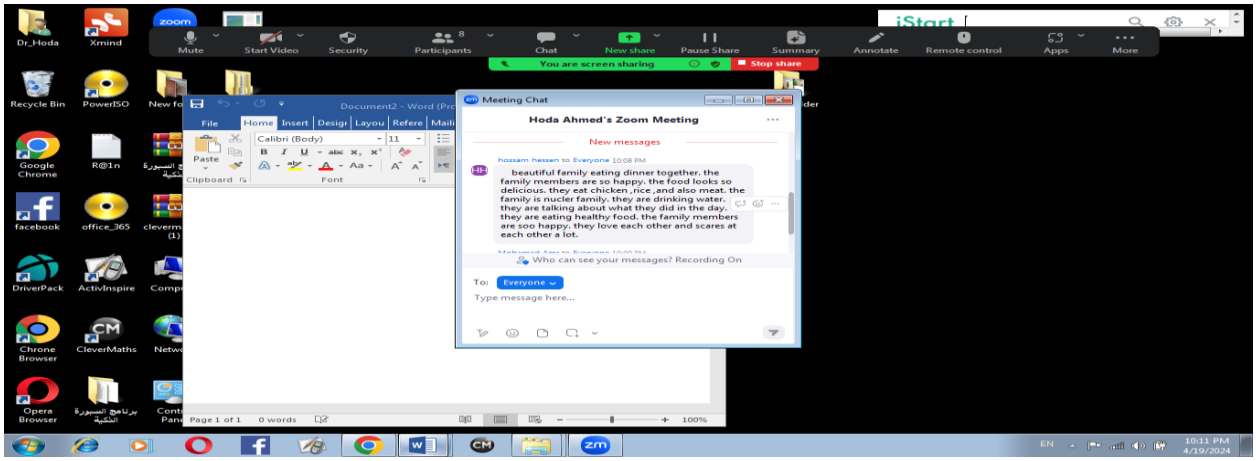

effect (n.)
confidence (n.)
confident

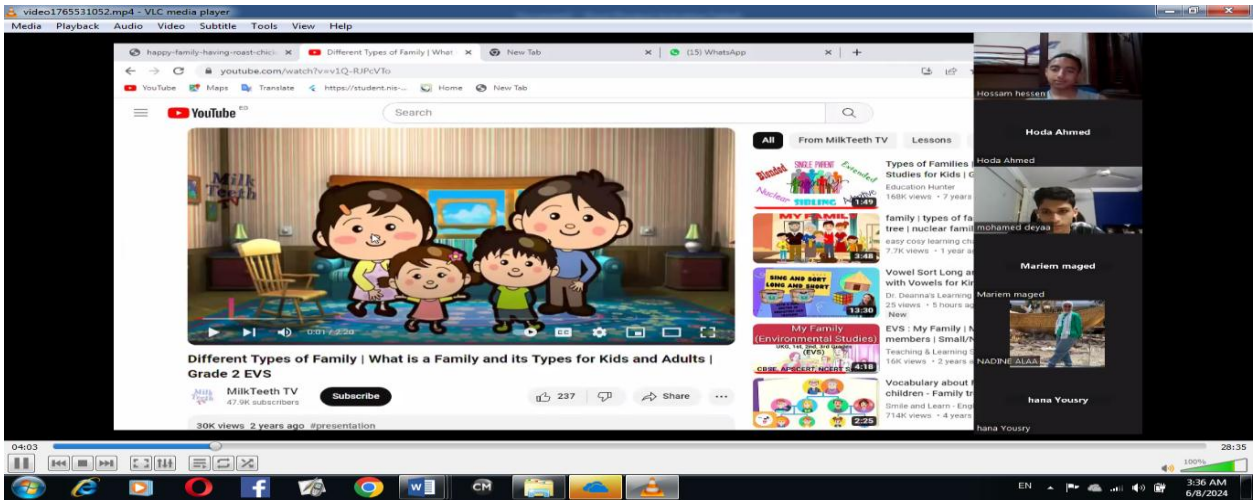




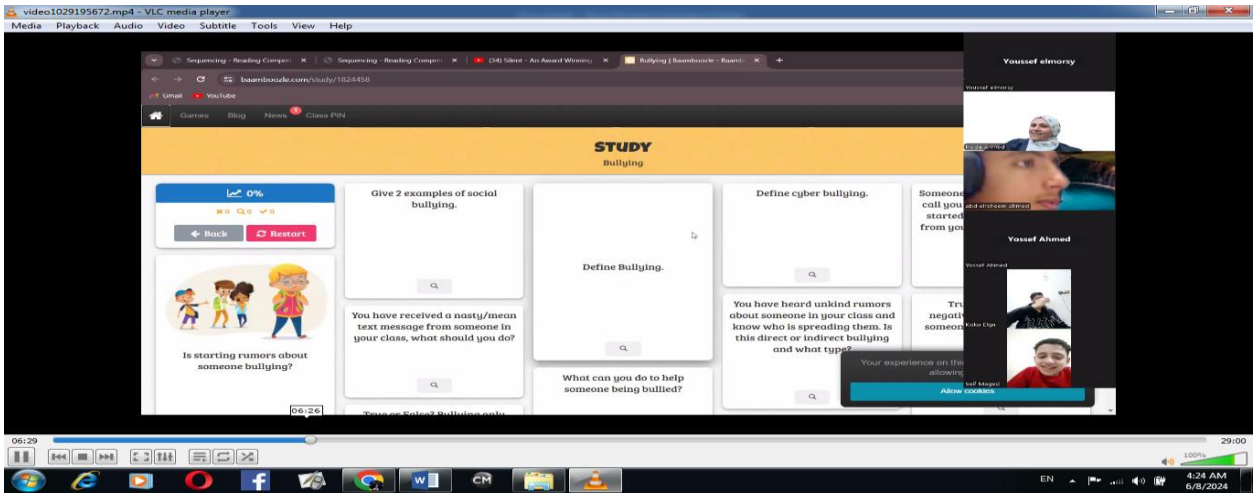


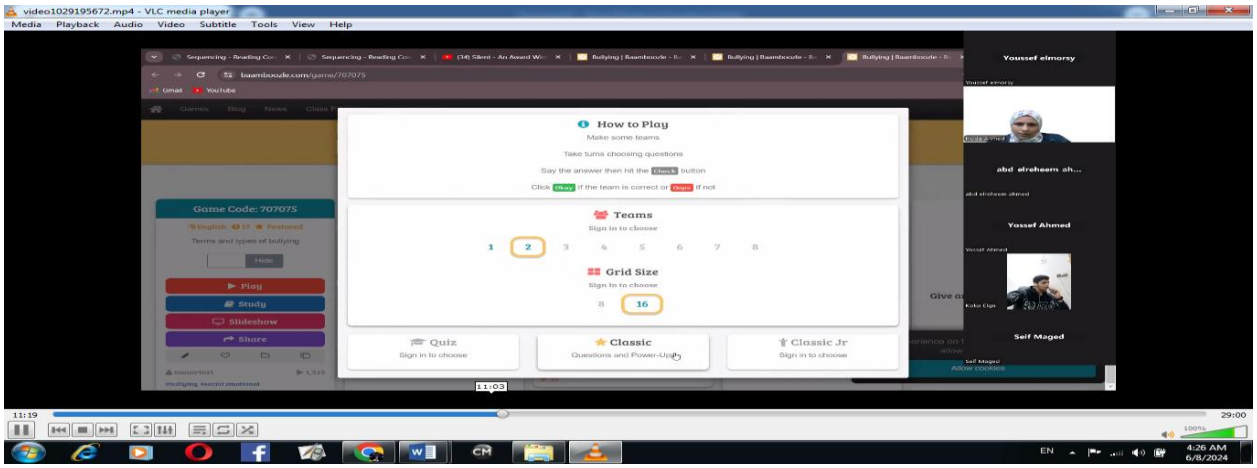

Mute
Start Video
Security
Participants
Chat
New share
Pause Share
Summary
Annotate
Remote control
Apps
More
You are screen sharing
Stop share
Wordwall
Create better lessons quicker
0:02
Answer the questions
Spin It
Let's talk about family
Hossam hessen
Hoda Ahmed
mohamed deyaa
Mariem maged
NADINE ALAA
hana Yousry
Seif Maged
Mohamed Amr

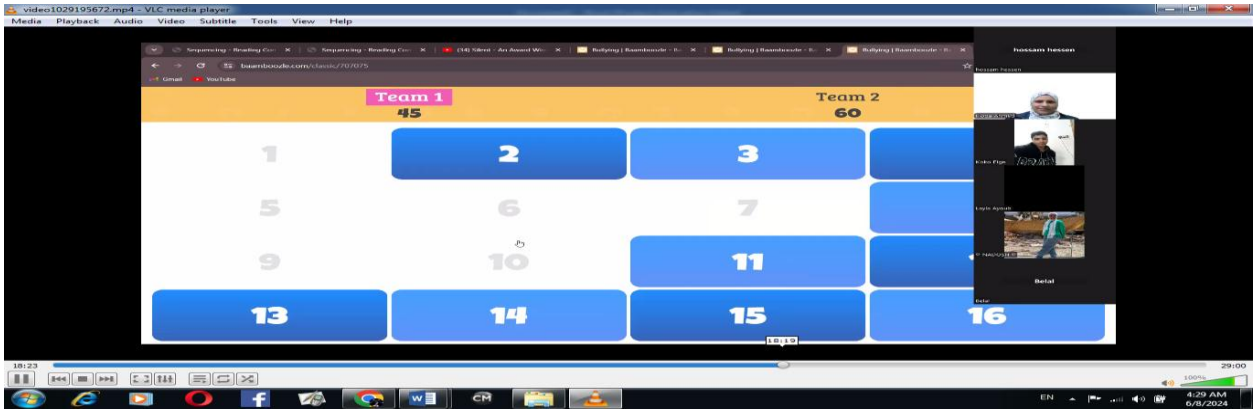

Meeting Chat
Hoda Ahmed's Zoom Meeting
New messages
beautiful family eating dinner together. the family members are so happy. the food looks so delicious. they eat chicken ,rice ,and also meat. the family is nucler family. they are drinking water. they are talking about what they did in the day. they are eating healthy food. the family members are soo happy. they love each other and scares at each other a lot.
Who can see your messages? Recording On
To: Everyone
Type message here...

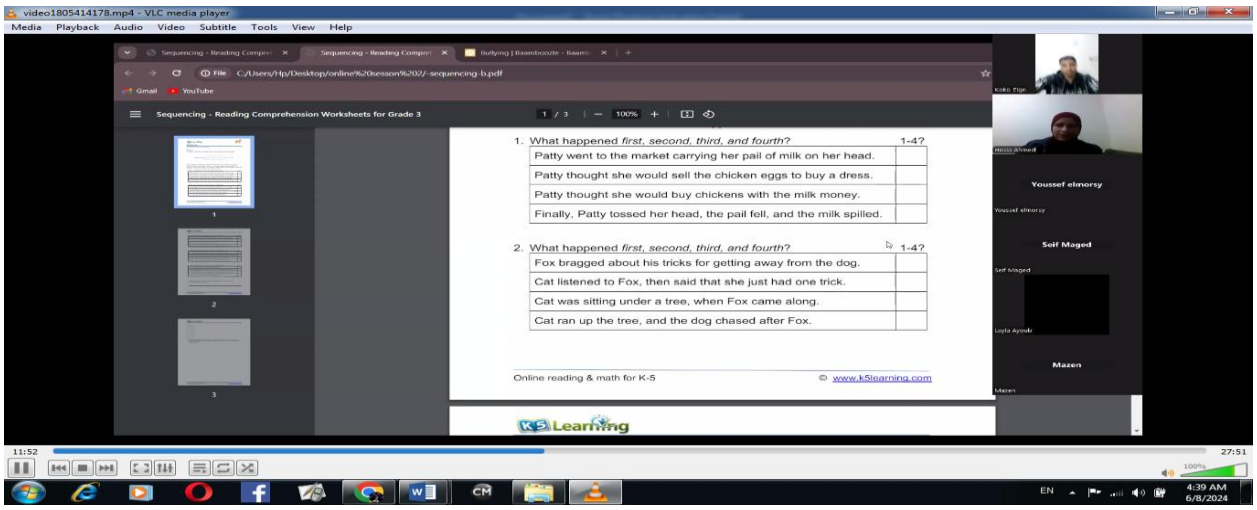

video1765531052.mp4 - VLC media player
Different Types of Family | What is a Family and its Types for Kids and Adults | Grade 2 EVS
MilkTeeth TV
Subscribe
Hoda Ahmed
Mariem maged
hana Yousry

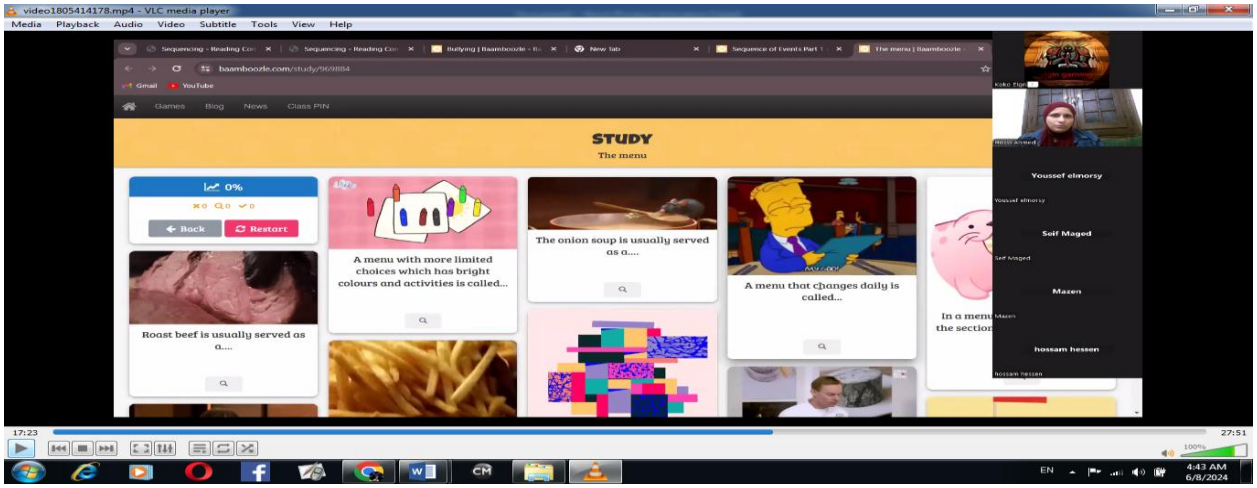

video1765531052.mp4 - VLC media player
Hoda Ahmed
mohamed deyaa
Mariem maged
hana Yousry
Seif Maged
Mohamed Amr

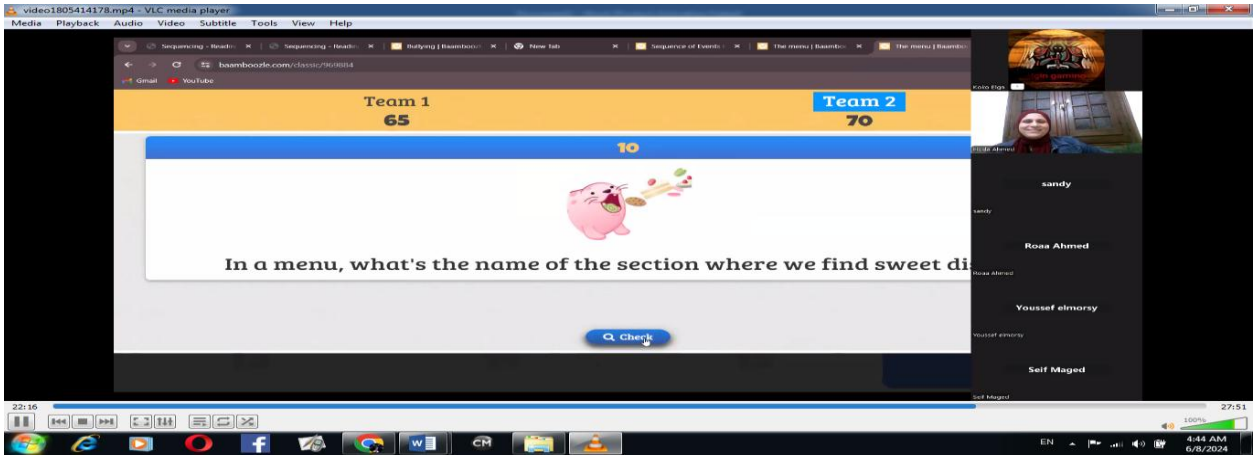

video1029195672.mp4 - VLC media player
STUDY
Bullying
Give 2 examples of social bullying.
Define Bullying.
Define cyber bullying.
You have received a nasty/mean text message from someone in your class, what should you do?
You have heard unkind rumors about someone in your class and know who is spreading them. Is this direct or indirect bullying and what type?
What can you do to help someone being bullied?
Is starting rumors about someone bullying?
Youssef elmorsy
Yossef Ahmed


video1029195672.mp4 - VLC media player
How to Play
Make some teams
Take turns choosing questions
Say the answer then hit the Check button
Click Okay if the team is correct or Oops if not
Teams
Grid Size
16
Quiz
Classic
Questions and Power-Ups
Classic Jr
Game Code: 707075
Play
Study
Slideshow
Share
Youssef elmorsy
Yossef Ahmed
Seif Maged


video1029195672.mp4 - VLC media player
Team 1
45
Team 2
60
2
3
11
13
14
15
16
hossam hessen
Belal


video1805414178.mp4 - VLC media player
Sequencing - Reading Comprehension Worksheets for Grade 3
1. What happened first, second, third, and fourth? 1-4?
Patty went to the market carrying her pail of milk on her head.
Patty thought she would sell the chicken eggs to buy a dress.
Patty thought she would buy chickens with the milk money.
Finally, Patty tossed her head, the pail fell, and the milk spilled.
2. What happened first, second, third, and fourth? 1-4?
Fox bragged about his tricks for getting away from the dog.
Cat listened to Fox, then said that she just had one trick.
Cat was sitting under a tree, when Fox came along.
Cat ran up the tree, and the dog chased after Fox.
Online reading & math for K-5
© www.k5learning.com
Youssef elmorsy
Seif Maged
Mazen
11:52
27:51
4:39 AM
6/8/2024


video1805414178.mp4 - VLC media player
STUDY
The menu
0%
Back
Restart
A menu with more limited choices which has bright colours and activities is called...
The onion soup is usually served as a....
A menu that changes daily is called...
Roast beef is usually served as a....
Youssef elmorsy
Seif Maged
Mazen
hossam hessen
17:23
27:51
4:43 AM
6/8/2024


video1805414178.mp4 - VLC media player
Team 1
65
Team 2
70
10
In a menu, what's the name of the section where we find sweet di
Check
sandy
Roaa Ahmed
Youssef elmorsy
Seif Maged
22:16
27:51
4:44 AM
6/8/2024

جامعة عين شمس

كلية التربية

قسم المناهج وطرق التدريس

فاعلية استخدام مدخل التعلم باتساع الحياة في تنمية الطلاقة اللغوية باللغة الإنجليزية لطلاب المرحلة الإعدادية بالمدارس الرسمية للغات.

رسالة مقدمة للحصول على درجة الدكتوراه في الفلسفة

كلية التربية – جامعة عين شمس

قسم المناهج وطرق التدريس – اللغة الإنجليزية

مقدمة من الباحثة

هدى أحمد يسرى محمد

تحت اشراف

ا .د أسماء محمود غانم غيث

أستاذ مناهج وطرق تدريس اللغة الإنجليزية

كلية التربية – جامعة عين شمس

ا.م. د بدر عبد الفتاح عبد الكافي

أستاذ مساعد مناهج وطرق تدريس اللغة الإنجليزية

كلية التربية – جامعة عين شمس

2024



كلية التربية – جامعة عين شمس

قسم المناهج وطرق التدريس

عنوان الرسالة : فاعلية استخدام مدخل التعلم باتساع الحياة في تنمية الطلاقة اللغوية باللغة الإنجليزية لطلاب المرحلة الإعدادية بالمدارس الرسمية للغات.

اسم الباحث : هدى أحمد يسرى محمد

لجنة الاشراف :

ا .د أسماء محمود غانم غيث أستاذ مناهج وطرق تدريس اللغة الإنجليزية - كلية التربية – جامعة عين شمس

ا.م. د بدر عبد الفتاح عبد الكافي أستاذ مساعد مناهج وطرق تدريس اللغة الإنجليزية - كلية التربية – جامعة عين شمس

لجنة المناقشة و الحكم

1- ا. د. أسماء محمود غانم غيث أستاذ المناهج و طرق تدريس اللغة الإنجليزية بكلية التربية - جامعة عين شمس (رئيسا ومشرفا)

2- ا.د. مجدى مهدى على أستاذ المناهج و طرق تدريس اللغة الإنجليزية بكلية التربية - جامعة عين شمس (مناقشا)

3- ا.د. هبة مصطفى محمد على أستاذ المناهج و طرق تدريس اللغة الإنجليزية بكلية التربية - جامعة بنى سويف (مناقشا)

تقييم اللجنة :

الدراسات العليا :

ختم الاجازة اجيزت الرسالة بتاريخ / / م

موافقة مجلس الكلية / / م موافقة مجلس الجامعة / /

ملخص الدراسة باللغة العربية

المقدمة

يُعد التعلُّم مدى الحياة و تنمية مهارات القرن الحادي والعشرين من الجوانب المهمة في تعليم اللغة الانجليزيه، حيث يؤكد التعلم مدى الحياة على اكتساب الفرد للمعرفة والمهارات خلال حياته، يعزز هذا التعلم التطوير المستمر للغة ويشجع المتعلمين على أن يصبحوا متعلمين مستقلين يمكنهم التكيف مع الاحتياجات اللغوية المتطورة (براون ، 2020). علاوة على ذلك، فإن إطار مهارات القرن الحادي والعشرين، الذي يشمل مهارات مثل: التفكير النقدي، والتواصل والتعاون والإبداع له أهمية كبيرة في تعليم اللغة الإنجليزية كلغة أجنبية. حيث تعمل هذه المهارات على تمكين المتعلمين من التغلب على التحديات المعقدة للقرن الحادي والعشرين وتزويدهم بالقدرات اللازمة للنجاح في عالم متعولم ومترابط (الشراكة من أجل مهارات القرن الحادي والعشرين، 2009)، يمكن لمعلمي اللغة الإنجليزية تسهيل التطوير الشامل للمتعلمين، وتمكينهم من الازدهار في كل من البيئات الأكاديمية والعالم الواقعي وذلك من خلال دمج مبادئ التعلم مدى الحياة مع تعزيز مهارات القرن الحادي والعشرين.

بالرغم من أهمية الطلاقة اللغوية إلا أن المتعلمين يواجهون صعوبات طوال عملية التعلم، فقد أوضح (ليو 2009) مجموعة من الأسباب منها: أنه نادرا ما تربط المؤسسات التعليمية عملية التعلم بالخبرة الحياتيه، كما تستمر معظم المؤسسات في استخدام أساليب التدريس التقليدية التي تعتمد على حفظ واستدعاء المعلومات. ونتيجة لذلك، يرى المتعلمون أن عملية اكتساب الطلاقة الغوية باللغة الإنجليزية غير مثيرة للاهتمام ومرهقة.هذا بالإضافة إلى اقتصار ممارسة اللغة الإنجليزية على المدرسة فقط، وهذا أدى إلى ضعف في اكتساب الطلاقة اللغوية.

وفقًا لديفيز (2013)، الطلاقة تعكس الطلاقة الإدراكية للسرعة والسهولة التي يتم بها تشكيل الكلام (الطلاقة المعرفية)، بالإضافة إلى السمات الزمنية للإلقاء مثل السرعة والتوقف والإصلاح (طلاقة الكلام). وفقا لسريفاستافا (2014)، الطلاقة هي: القدرة على كتابة العبارات ونطقها بسهولة وكفاءة، دون توقف أو انقطاع في عملية التواصل.

وفقًا لسافينيون (2002). لا تشمل الطلاقة معرفة المفردات والقواعد فحسب، بل تشمل أيضًا القدرة على استخدام اللغة بشكل طبيعي ودقيق ومناسب في مواقف التواصل المختلفة.كما تشير الطلاقة أيضًا إلى قدرة الفرد على نقل الأفكار والآراء بوضوح والتفاعل بشكل هادف مع الآخرين.

في القرن الحادي والعشرين، تطورمفهوم طلاقة اللغة إلى مفهوم متعدد الأبعاد يتضمن مجموعة واسعة من القدرات والكفاءات. وبعيدًا عن التركيز التقليدي على الدقة اللغوية، تشمل الطلاقة الآن التواصل الناجح في مواقف حياتية حقيقية، واستخدام أشكال اللغة المناسبة، وإظهار الوعي الثقافي والتعاطف (بيرام، 2018).

تؤكد هذه النظرة الموسعة للطلاقة على أهمية التفكير النقدي، وحل المشكلات، و المعرفة الرقمية في التعامل مع تعقيدات العصر الرقمي (شراكة من أجل التعلم في القرن الحادي والعشرين، 2007). يتمكن المتعلمين الذين يمتلكون الطلاقة من التعامل مع العديد من وسائل الاتصال، والعمل مع أفراد متنوعين، والوصول إلى المعلومات وتحليلها.

.(National Education Association, 2008) وفقًا لريكسون (2017)، هناك استيراتيجيات مهمة لتنمية الطلاقةاللغوية ، مثل الاستماع بانتباه لشخص ما، واستخدام النغمة الصحيحة في الإقناع، وتحديد مهام متعددة صغيرة تؤدي إلى المهام النهائية، وتوجيه المتعلمين نحو البيئات التي تسمح لهم بممارسة اللغة بشكل أصيل.

عند تدريس الطلاقة، يجب على المعلمين السماح للطلاب بملاحظة أنفسهم وأداء بعض الأعمال، بالإضافة إلى إعداد أنشطة يمكن من خلالها تطوير الطلاقة و ذللك قبل تشجيع الطلاب على التواصل (براون، 2003). وفقًا لسريفاستافا (2014)، فإن معلمي اللغة الذين يركزون على الطلاقة يساعدون تلاميذهم على التعبير عن أنفسهم باللغة الإنجليزية و يركزون أكثر على المعنى والسياق. تتضمن أنشطة الطلاقة النموذجية مهام تواصلية تستخدم فيها اللغة الإنجليزية كوسيلة للتواصل وليس كغاية في حد ذاتها. ويجب إدخال الأنشطة القائمة على الطلاقة في فصول اللغة، كما ينبغي زيادة مشاركة المتعلمين. يشير Nation (2003) إلى أنه يجب على المدرسين التركيز على التواصل في السياقات الطبيعية وذات المغزى، واستخدام المواد الواقعية (الأصلية)، والتعلم بالممارسة، ، وإشراك المتعلم، والمعلم كميسر، وتوسيع نطاق استخدام اللغة خارج الفصل الدراسي .

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إن مفهوم "التعلم باتساع الحياة" ليس فكرة جديدة. فهي راجعة إلى أفكار جون ديوي، الذي أكد على أن التعلم يجب أن يركز على جودة التجربة ولكي تعتبر التجربة ذات جودة، يجب أن تكون مستمرة، وتدمج تجارب الماضي والمستقبل، وتجمع بين وجهات نظر الطالب وبيئة الدرس. إن توسيع العملية التعليمية من شأنه أن يشجع المتعلمين على مواصلة التعلم، في حين أن التفاعل يناسب متطلبات المتعلم. ديوي (1938)....

وفقًا لمكتب التعليم (2017)، فإن هدف التعلم باتساع الحياة هو تحفيز الطلاب ليصبحوا متعلمين فعالين مدى الحياة، وتزويد الطلاب بتنمية متوازنة للشخصية الكاملة، وتوسيع وإثراء وتمكين تعلم الطلاب في الفصول الدراسية. وفقًا لمجلس تطوير المناهج (2007، 98). تلعب أنشطة التعلم على مستوى الحياة والتي

تتجاوز نطاق الفصول الدراسية التقليدية دورًا مهمًا في تعزيز تطوير طلاقة اللغة الإنجليزية كلغة أجنبية .(EFL) توفر انشطة االتعلم باتساع الحياة فرصًا للمتعلمين لممارسة المهارات اللغوية في مواقف حياتية حقيقية مثل طلب الطعام أو التنقل في وسائل النقل العام. حيث تزيد هذه المواقف من الطلاقة اللغوية والثقة لدى المتعلم. ويرى مطلب زاده وأحمدي وحسينية (2018) أن التعلم باتساع الحياة يتضمن في كثير من الأحيان المهام أو المشاريع التي تتطلب التواصل الفعال باللغة الإنجليزية.حيث يندفع المتعلمون إلى استخدام اللغة الإنجليزية لتحقيق أهداف محددة، سواء كان ذلك من خلال التعاون في مشاريع جماعية، أو حل المشكلات، أو إكمال مهام الحياة الواقعية، مما يسمح لهم بتطوير قدراتهم اللغوية في سياق ذي صلة. ومضى دوغلاس (2000) إلى القول إنه مع تطور المنصات الرقمية، يمكن لأنشطة التعلم باتساع الحياة من استخدام التكنولوجيا لتعزيز تعلم اللغة في جميع جوانب الحياة. وقد يشمل ذلك استخدام تطبيقات تعلم اللغة، أو المشاركة في المنتديات أو المجتمعات عبر الإنترنت، أو الانخراط في عمليات محاكاة الواقع الافتراضي التي تحاكي المواقف اللغوية االاصيلة..

وفقًا لجوارينتو ومورلي (2001)، فإن استخدام المواد الأصيلة هو أحد الأساليب للحفاظ على دافعية الطلاب للتعلم أو تعزيزها، ويؤدي إلى زيادة الطلاقة. في العالم الاصيل، غالبًا ما يكون إدخال اللغة ومخرجها جزءًا من عملية اتصال أكثر تكاملاً. يجب أن يسعى المعلمون جاهدين لتحقيق الأصالة لتعكس عمليات التواصل في العالم الحقيقي والتى تؤدى الى تطوير الطلاقة.

ذكر Rasinski و Nageldinger (2016)أن الأصالة الحقيقية تأتي من أنشطة الفصل الدراسي التي تعكس أنشطة الحياة الواقعية التي تتم خارج المدرسة. تعمل هذه الأنشطة الواقعية على تعزيز جميع مجالات الطلاقة.يوضح موتونونو (2016) أن النصوص والتسجيلات الصوتية ومقاطع الفيديو الأصيلة يمكن أن تفعل أكثر من تمارين "ممتعة" في نهاية الدروس. ويمكن أن تكون بمثابة الأساس الذي تُبنى عليه تنمية الطلاقة عند التلاميذ. تعمل الموارد الأصيلة على سد الفجوة بين استخدام اللغة في الفصل الدراسي واستخدام اللغة الواقعي من خلال إدخال مواقف ومواد لغوية مألوفة في الفصل الدراسي.

باختصار، تقدم أنشطة التعلم باتساع الحياة نهجًا شاملاً لتطوير طلاقة اللغة الإنجليزية كلغة أجنبية من خلال توفير تجارب لغوية أصيلة تتجاوز حدود التدريس التقليدي في الفصول الدراسية.

مشكلة البحث:

على الرغم من أهمية الطلاقة في القرن الحادي والعشرين، إلا أنها ظلت لفترة طويلة مهارة مهملةز فقد أكد عبد القادر (2023) على أن أغلب الطلاب لديهم ضعف واضح في القدرة على التعبير عن أنفسهم في المواقف المختلفة بطلاقة. ولا يمكنهم أيضًا خلق الأفكار والتأمل وبناء المعاني. وهذا يؤدي إلى صعوبة استخدام

اللغة ككيان واحد. ويؤكد محمد (2023) أن الطلاب يواجهون عقبات في التواصل الفعال باللغة الإنجليزية، حيث يفتقر التلاميذ إلى الثقة والمعرفة والأفكار للتعبير عن أنفسهم بطلاقة. وقد يكون ذلك بسبب تركيز المعلمين على تدريس القواعد النحوية والمفردات دون الاهتمام بقدرة الطلاب على استخدام اللغة. ولذلك اقترحت الباحثة برنامجاً يعتمد على استخدام أنشطة التعلم باتساع الحياة والتي يمكن من خلالها تنمية الطلاقة اللغوية باللغة الإنجليزية لدى الطلاب

أسئلة البحث:

تسعى الدراسة الحالية إلى التعرف على إجابة السؤال الرئيس التالي:

"ما مدى تاثير البرنامج القائم على مدخل التعلم باتساع الحياة فى تنمية الطلاقة اللغوية باللغة الإنجليزية لطلاب المرحلة الإعدادية بالمدارس الرسمية "

وللإجابة عن السؤال الرئيسي السابق، يحاول البحث الإجابة عن الأسئلة الفرعية التالية:

- ماالمستوى الحالى للطلاقة اللغوية باللغة الإنجليزية لتلاميذ المرحلة الإعدادية بالمدارس الرسمية للغات؟
- ما مواصفات البرنامج القائم على مدخل التعلم باتساع الحياة لتنمية الطلاقة اللغوية باللغة الإنجليزية لدى الطلاب المستهدفين؟
- كيف يمكن لمدخل التعلم باتساع الحياة ان يؤدى إلى تنمية الطلاقة اللغوية باللغة الإنجليزية للغات لدى الطلاب المستهدفين؟

فروض البحث:

حاولت الدراسة التحقق من الفرضيات التالية:

1- يوجد فرق ذو دلالة إحصائية بين متوسطات درجات أفراد العينة في الاختبار القبلي والاختبار البعدي لطلاقة اللغة الإنجليزية فيما يتعلق بالدرجة الكلية لصالح الاختبار البعدي.

2- يوجد فرق ذو دلالة إحصائية بين متوسطات درجات أفراد العينة في الاختبار القبلي و الاختبار البعدي لطلاقة اللغة الإنجليزية في مهارة على حدة لصالح الاختبار البعدي.

عينة البحث:

تقتصر هذه الدراسة على ما يلي:

المشاركون هم عينة مكونة من 30 طالبا و طابة من طلاب المرحلة الاعدادية تم اختيارهم بطريقة عشوائية من مدرسة الرافعى الرسمية للغات

أهداف الدراسة:

- تعزيز قدرة طلاب المرحلة الاعدادية على استخدام اللغة الإنجليزية بطلاقة في مواقف الحياة الواقعية.
- تعزيز قدرة الطلاب على ربط التعلم الأكاديمي بالعالم الحقيقي و مساعدتهم على أن يكونوا أكثر إيجابية في عملية التعلم..
- تنمية قدرة الطلاب على ستخدام جمل متنوعة ومتماسكة بشكل طبيعي وسلس بالإضافة إلى ذلك إلى القدرة على تحديد الأفكار المهمة بإيقاع وتدفق طبيعي.
- تزويد معلمى اللغة الانجليزية بمجموعة متنوعة من أنشطة تعلم اللغة الإنجليزية التي يمكن استخدامها لتمكين الطلاب من تحسين استخدامهم للغة وقدراتهم على التواصل.

أدوات و مواد البحث

(1) إعداد قائمة بأبعاد طلاقة اللغة الإنجليزية المطلوبة لطلاب المرحلة الاعدادية

(2) اختبار قبلي بعدي لقياس طلاقة الطلاب في اللغة الإنجليزية بأبعادها المختلفة: الدقة اللغويةواختيار الكلمات المناسبة و السلاسة الغوية و التامل والاصالة

(3) البرنامج المقترح القائم على استخدام انشطة التعلم باتساع الحياة لتدريب طلاب المجموعة التجريبية على أبعاد طلاقة اللغة الإنجليزية المحددة

(4) مقياس اداء لتقييم الاختبار القبلي و الاختبارالبعدي لأبعاد طلاقة اللغة الإنجليزية كلغة أجنبية.

المنهج البحثي

تعتمد هذه الدراسة على المنهج شبه التجريبي - بالتطبيق على مجموعة بحثية واحدة، مكونة من ثلاثون طالبًا وطالبةمن مدرسة الرافعى الرسمية للغات وتستخدم الدراسة اختبار قبلي وبعدي لقياس الطلاقة اللغوية

اجراءات البحث

- -تم تجربة الاختبار في فبراير 2024 على مجموعة من طلاب مدرسة الرافعى الرسمية للغات بطنطا. محافظة الغربية.
- -تم استخدام برنامج SPSS V25 لتحليل البيانات الإحصائية

- تم استخدام اختبار ت لفحص الفرق بين متوسطات درجات الطلاب في الاختبار القبلي و الاختبار البعدي لطلاقة اللغة الإنجليزية كلغة أجنبية فيما يتعلق بالدرجة الكلية وفيما يتعلق بكل مهارةعلى حدة.
- حساب فاعلية البرنامج المقترح في تنمية الطلاقة اللغوية باللغة الإنجليزية لدى طلاب المرحلة الاعدادية فيما يتعلق بالدرجة الكلية و فيما يتعلق بكل مهارةعلى حدة.
- معامل الارتباط بين درجة كل بعد والدرجة الكلية للاختبار للتعرف على الاتساق الداخلي لاختبار الطلاقة في اللغة الإنجليزية.
- حساب معامل الارتباط بين درجات المقيِّمين للتعرف على ثبات اختبار الطلاقة في اللغة الإنجليزية.

حساب ثبات اختبار الطلاقة في اللغة الإنجليزية باستخدام ألفا كرونب •

نتائج البحث

بعد ان قامت الباحثة بتحليل النتائج و الاجابة عن اسئلة الدراسة و اثبات صحة الفروض السابقة من خلال التحليل الاحصائي للنتائج فقد اثبتت فاعلية انشطة التعلم باتساع الحياة في تنمية الطلاقة اللغوية باللغة الإنجليزية لطلاب المرحلة الإعدادية بالمدارس الرسمية للغات.

توصيات الدراسة

- توفير المزيد من الفرص والوقت لممارسة الطلاقة للمتعلمين. حتى يتمكن المتعلمون من وضع معلوماتهم موضع التنفيذ والتفكير فيها وتطبيقها على مواقف الحياة الواقعية المختلفة--.
- اعطاء المزيد من الاهتمام للطلاقة باعتبارها مكونًا لغويًا متكاملاً يسعى المتعلمون أنفسهم إلى تطويره.
- تصميم دورات تدريبية لتدريب المعلمين على استخدام الاستراتيجيات غير التقليدية لتطوير طلاقة اللغة الإنجليزية.
- تدريس اللغة الإنجليزية ككيان واحد في كل درس بطريقة تكاملية سيساعد في تطوير اللغة ككل .
- تدريس اللغة الإنجليزية ضمنيًا من خلال أنشطة التعلم باتساع الحياة يعزز اكتساب القواعد والمفردات بشكل طبيعي، مما يؤدي إلى تطوير الطلاقة ومهارات الاتصال.
- تعزيز وخلق جو من التعاون في الفصول الدراسية يسمح للطلاب بالاستمتاع بالإثارة في عملية تعلم اللغة الإنجليزية كلغة أجنبية.

اقتراحات من أجل أبحاث مستقبلية

- بحث أثر استخدام أنشطة التعلم باتساع الحياة على نتائج التعلم المتنوعة.
- اجراء دراسة مماثلة في المراحل التعليمية المختلفة مثل المرحلتين الثانوية والابتدائية.
- تأثير استخدام أنشطة التعلم باتساع الحياة على متعلمي اللغة الإنجليزية كلغة أجنبية من ذوي الاحتياجات الخاصة.
- تنمية طلاقة المتعلمين باستخدام التقنيات الحديثة المختلفة.

اسم الباحثة: هدى أحمد يسرى محمد.

عنوان الدراسة: فاعلية استخدام مدخل التعلم باتساع الحياة في تنمية الطلاقة اللغوية باللغة الإنجليزية لطلاب المرحلة الإعدادية بالمدارس الرسمية للغات.

تحت اشراف: أ. د. أسماء غانم غيث

ا.م. د بدر عبد الفتاح عبد الكافي

جهة البحث: جامعة عين شمس, كلية التربية, قسم مناهج و طرق التدريس.

المستخلص: تهدف هذه الدراسة الي قياس فاعلية فاعلية استخدام مدخل التعلم باتساع الحياة في تنمية الطلاقة

اللغوية باللغة الإنجليزية لطلاب المرحلة الإعدادية بالمدارس الرسمية للغات. وقد تمت مراجعة الادبيات و الدراسات السابقة المتعلقة بمدخل التعلم باتسلع الحياة والطلاقة اللغوية. اتبعت الدراسة التصميم قبل التجريبي لمجموعة واحدة. تكونت مجموعة الدراسة الحالية من 30طالب وطالبة تم اختيارهم عشوائيا من طلاب مدرسة الرافعى الرسمية للغات بطنطا للعام الدراسي2024-2023. استخدمت الدراسة الادوات والمواد التعليمية التالية:بعض انشطة التعلم باتساع الحياة، و اختبار الكترونى قبلي - بعدي لقياس الطلاقة اللغوية. تم تطبيق اختبار الطلاقة اللغوية قبليا علي مجموعة البحث ثم استخدام أنشطة التعلم باتساع الحياة، و بعد ذلك تم تطبيق الاختبار البعدي لقياس فاعلية استخدام انشطة التعلم باتساع الحياة في تنمية الطلاقة اللغوية لدى طلاب الصف الاول الاعدادى. تم تحليل النتائج احصائيا. كشفت النتائج أن مجموع متوسط درجات المشاركين في الدراسة في التطبيق البعدي للاختبار أعلى من مجموع متوسط درجاتهم في التطبيق القبلي للاختبار. وبالإضافة الي ان البرنامج المقترح القائم علي التعلم باتساع الحياة كان له تأثير قوي جداً في تنمية أبعاد طلاقة اللغة الإنجليزية لدى طلاب المرحلة الاعدادية.

الكلمات الرئيسية:التعلم باتساع الحياة، الطلاقة اللغوية باللغة الانجليزية، طلاب المرحلة الاعدادية.